DOCUMENT RESUME

ED 063 285 SP 007 352

AUTHOR Clancy, Patricia; And Others
TITLE Seventh Grade Social Studies. A Program in Sociology and American History.
INSTITUTION Bloomington Public Schools, Minn.
PUB DATE 69
NOTE 144p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *American History; *Curriculum Guides; *Grade 7; *Junior High Schools; Social Behavior; *Sociology

ABSTRACT

GRADES OR AGES: Seventh grade. SUBJECT MATTER: Sociology and American history. ORGANIZATION AND PHYSICAL APPEARANCE: The guide covers five units: "Biological Basis of Human Behavior," "How We Become Human," "The Family and Other Socializing Institutions," "Man's Behavior in Groups and Crowds," and "Minority Group Problems." The presentation of the units varies, but each includes objectives, bibliographies, and audio-visual aides. There are also worksheets, role playing discussion questions, and questionnaires. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Behavioral objectives are set out in the introductory material. More detailed objectives are given for each unit. Role playing discussions are the only activities specified. INSTRUCTIONAL MATERIALS: In each unit there are bibliographies for students and teacher and lists of audio-visual aids. For unit five there is also a list of possible resource people, and the appendix includes a general teacher bibliography. STUDENT ASSESSMENT: A pre- or post-test of attitudes is included in the introductory material. (MBM)

144

ED 063285

A program in sociology and ·American History·

SEVENTH GRADE SOCIAL STUDIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SP007352

BLOOMINGTON PUBLIC SCHOOLS
PRELIMINARY EDITION 9-69

BLOOMINGTON PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 271
BLOOMINGTON, MINNESOTA

MR. FRED M. ATKINSON
Superintendent of Schools

Mr. P. Arthur Hoblit
Assistant Superintendent
in charge of
Secondary Education

Mr. Bernard Larson
Assistant Superintendent
in charge of
Elementary Education

Mr. Stanley Gilbertson
Assistant Superintendent
in charge of
Curriculum, K-12

Mr. Robert Timpte
Social Studies Coordinator, K-12

Board of Education

Mr. James Kempf
Mr. Earl Fischer
Mr. Luther Ford
Mr. Raymond Glumack
Dr. Harley Racer
Dr. Robert Rainey

Writing Team Personnel
Spring 1969

Miss Patricia Clancy
Mr. Roger Erickson
Mrs. Mary Jo Malchow
Mr. Kenneth Rood

Curriculum Planning Committee
1968-1969

Miss Patricia Clancy
Mr. Roger Erickson
Mrs. Frances Fischer
Mrs. Mary Jo Malchow

TABLE OF CONTENTS

Foreword v

Bloomington School Philosophy vi

Bloomington Guide to Seventh Grade Course: Man and Culture vii
    Statement of Purpose vii
    Behavioral Objectives ix

Overview xi
    Objectives xiii
    Pre or Post-Test of Attitudes xiii
    Audio-visual Aids xviii

Unit I BIOLOGICAL BASIS OF HUMAN BEHAVIOR 1
    Objectives 3
    Difficulty Levels of Selected Readings 6
    Student Bibliography 7
    Teacher's Bibliography 9
    Selections from Periodicals 11
    Audio-visual Aids 12
    Introduction to the Historical Correlations 16

UNIT II HOW WE BECOME HUMAN (Socialization) 17
    Objectives 19
    Difficulty Levels of Selected Readings 21
    Student Bibliography 22
    Teacher's Bibliography 25
    Case Studies of People and Cultures 26
    Worksheet for Status 27
    Role Expectations Worksheet 28
    Snoopy Transparencies. 29
    Role Playing Discussion Questions 37
    Audio-visual Aids 38
    Possible Correlation of Historical Concepts 41

UNIT III THE FAMILY AND OTHER SOCIALIZING INSTITUTIONS 43
    Objectives 45
    Difficulty Levels of Selected Readings 47
    Student Bibliography 48
    Teacher's Bibliography 52
    Role Playing Discussion Questions for "I Remember Mama" 54
    Role Playing Discussion Questions for "The Big Wave" 55
    Audio-visual Aids 56
    Possible Correlation of Historical Concepts 59

Page

UNIT IV MAN'S BEHAVIOR IN GROUPS AND CROWDS 61
Objectives 63
Difficulty Levels of Selected Readings 65
Student Bibliography 67
Teacher's Bibliography 68
Questionnaire on Norms 68
Audio-visual Aids 77
Possible Correlation of Historical Concepts 79

UNIT V MINORITY GROUP PROBLEMS 81
Objectives 83
Difficulty Levels of Readings 88
Student Bibliography 90
Teacher's Bibliography 94
Role Playing Discussion Questions for "The Youngers Buy a House" 95
Role Playing Discussion Questions for "William and Ellen Craft" 96
Play: "William and Ellen Craft" 97
Survey on Prejudice Attitudes 108
Audio-visual Aids 109
Possible Correlation of Historical Concepts 124
Listing of American Protest Music 136

APPENDICES 139
General Teacher Bibliography 141
Calendar 143

FOREWORD

The basic plan for a new seventh grade social studies program was developed during the school year 1968-1969 by the members of an expanded social studies curriculum planning committee representing each junior high school. Members of the committee were Mrs. Frances Fischer representing Oak Grove, Mrs. Mary Jo Malchow for Olson, Miss Patricia Clancy for Penn, and Mr. Roger Erickson for Portland.

During the summer of 1969 a writing team was formed to prepare this guide for the implementation of a totally new program in sociology and American history. Members of the writing team were Mr. Kenneth Rood, Mrs. Mary Jo Malchow, Miss Patricia Clancy, and Mr. Roger Erickson.

BLOOMINGTON SCHOOL PHILOSOPHY

The philosophy of education of the Bloomington Public Schools professes the belief that each child should develop his potential to the fullest, and to meet his intellectual, moral, spiritual, aesthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community.

It believes the following basic principles. We believe in:

- The value of the individual personality.
- The worth of the individual.
- The individual's potentialities.
- The individual patterns of human growth.
- The individuality of learning.
- The value of good mental and physical health of the individual.
- The importance of the moral and spiritual values of the individual.
- The individuals who need to identify with groups.
- The value of creative instruction.
- Continuous educational research and utilization of its findings.
- The value of excellence in all instruction.

BLOOMINGTON GUIDE TO SEVENTH GRADE COURSE: MAN AND CULTURE

PURPOSE

The purpose of this guide is to supplement the guides prepared for the University of Minnesota seventh grade sociology curriculum. It is an attempt to assist the teacher in the use of the materials and not intended to be used without them.

THE SEVENTH GRADE CURRICULUM UNITS CONSIST OF:

1. Teacher's Guide to the Seventh Grade Course on Man and Society

   Within this guide you will find goals related to concepts and generalizations, the rationale statement, explanation of the use of inquiry, and a general outline of the course.

2. Overview Resource Unit

   This overview is designed to introduce pupils to the course. In it you will find objectives, outline of content, teaching procedures, and materials for instruction.

3. Unit I Resource Unit: Biological Basis of Human Behavior

   This unit analyzes different theories of behavior and develops the idea that man's biological nature sets limits to and opens possibilities for his behavior but does not determine it. In this Resource Unit you will find objectives, outline of content, teaching procedures, and materials for instruction.

4. Prepared Reading Materials for Unit I

   a. Selected Readings for Unit I Man's behavior: The Physical Basis
   b. "The Way We Look" Eva Knox Evans
   c. "More Race Questions"
   d. "Does Race Make a Difference?" May Edel

5. Unit II Resource Unit: How We Become Human (Socialization)

   Pupils learn that man's biological nature makes socialization not only possible, but necessary. In the Resource Unit you will find objectives, outline of content, teaching procedures, and materials for instruction.

6. Selected Readings for Unit II

7. Unit III Resource Unit: The Family and Other Socializing Institutions

This unit uses both historical and comparative material from other cultures to teach pupils about family functions and structure. It also develops the idea that most of the social processes found in society as a whole are also found within the family. The Resource Unit contains objectives, outline of content, teaching procedures, and materials for instruction.

8. Selected Readings for Unit III

9. Unit IV Resource Unit: Man's Behavior in Groups and Crowds

This unit analyzes the meaning of institution and focuses upon education as an example of an institution. Included in the Resource Unit are objectives, outline of content, teaching procedures, and materials for instruction.

10. Selected Readings for Unit IV

11. Unit V Resource Unit: Minority Group Problems

This unit focuses upon a study of discrimination against the Negro, but the unit also deals with other minority groups. The Resource Unit contains objectives, outline of content, teaching procedures, and materials for instruction.

12. Selected Readings for Unit V

13. Bloomington's Guide to the Seventh Grade Course of Man and Culture

In this guide you will find the following information about each unit arranged by unit:

a. Examples of behavioral objectives
b. Objectives for each unit
c. A difficulty code for reading levels of the "Selected Readings"
d. Book resources with difficulty code of reading levels
e. A list of selections from periodicals and books relating to each unit's objectives
f. Television guide to selected programs relating to applicable unit concepts
g. Annotated list of case studies that are related to unit concepts where applicable
h. Study sheets developed for additional activities. Some include prepared audio-visual materials.
i. Questionnaires and/or pre and post evaluations to determine student attitudes.
j. Audio-visual materials guide to multi-media from I.M.C., University of Minnesota, and other sources.

k. A correlation of United States history materials with each unit.
l. A list of possible resource people for large and small group presentations.
m. Tapes of protest music to be used as a supplement where desired by the teacher
n. Calendar to be used as a guideline
o. General bibliography for teacher references

BEHAVIORAL OBJECTIVES

In the area of skills it is highly desirable that objectives be behavioral. Since behavioral objectives are stated in terms of what the pupil is doing at the time he is demonstrating that he has achieved the objective, the variety of activities is very great. Therefore we have not prescribed specific mandatory activities; instead we offer several examples of the kind of behavioral objectives the teacher should develop for his pupils in the light of his own judgment, taking into account the abilities of each pupil.

Examples:

1. The student will demonstrate the use of the questionnaire by making up one, testing the items for clarity and validity and then using it to gather data. He will then organize the data in such a way as to reveal intelligible results.

2. The student will demonstrate his understanding of tables, graphs and charts by constructing a table of data and then drawing a graph or chart illustrating the data. He will label all parts correctly and write a brief explanation.

3. Given a piece of literature containing numbered facts, inferences and value judgments, the student will demonstrate his ability to distinguish between them by placing the numbers under the appropriate headings.

4. Given a biased piece of literature, the student will write out or explain the unexpressed basic assumptions (including theories and/or values) behind the bias.

5. The student will show that he can create the following statistical devices: (a) mean, (b) modal, (c) percentile and (d) scattergram.
   a. Given a set of numerical data the student will find the mean.
   b. After tabulating the data he will point out the modal or modals.
   c. He will construct a percentile scale.
   d. Given two sets of numerical data he will draw a scattergram, labeling it properly and indicating whether the correlation is positive, negative, or zero.

NOTE: A behavioral objective should state, where it is possible to do so, the standard of proficiency desired for acceptibility, and the pupil should know in advance what this standard is. We have left this out of the above objectives; what is a reasonable standard for one pupil is unreasonable for others.

OVERVIEW:

Introduction to Human Behavior and Sociological Reasoning

OVERVIEW

OBJECTIVES

After completing the prescribed course of study for this unit, the student will be introduced to and begin making progress toward the following concepts, generalizations, skills and attitudes.

CONCEPTS

1.	Behavior	The actions of men in a large number of situations.
2.	Conflict	The personal and antagonistic struggle over scarce things, material or non-material.
3.	Theory	An idea that helps us to explain something.

GENERALIZATIONS (including definitional generalizations)

1. Behavior consists of the actions of men in a large number of situations.
2. Human beings react to situations in many different ways.
3. Human relationships involve both agreeing and quarreling.
4. Conflict involves a struggle over scarce things, material or non-material; it is personal and antagonistic.
5. Human behavior is important; social scientists are interested in this behavior.
6. Scientists attempt to explain behavior by developing and testing theories.

SKILLS

1. Classifies data
2. Sets up hypotheses or theories and figures out ways of testing them

ATTITUDES

Scepticism of "conventional truths" demands that widely-held and popular notions be judged in accordance with standards of empirical validation.

The test on the following pages was prepared by Leone Crowlie and may be useful if given as a pre-test or attitude survey. Use in any part or manner suitable to your purposes.

MAN AND CULTURE - TEST I

To the student: We are interested in your opinions and reactions to the statements on this test. The test will not be used by your teacher in giving you a grade. Your teacher and your classmates will never know how you react to these statements. So please react to them as honestly as you can.

Directions: Please read each of the statements carefully. Find the space on the answer sheet that has the same number as the statement to which you are reacting. Carefully blacken in all of the space for the number of the answer you decide upon. Your teacher will put this table on the chalkboard for you to use in marking the answer of your choice:

1	2	3	4	5
‖	‖	‖	‖	‖
"Strongly Agree"	"Agree"	"Don't Know, Not Sure"	"Disagree"	"Strongly Disagree"

If you "Strongly Agree" with what the statement says, mark space number 1 - "Strongly Agree." If you "Agree" with the statement, but are not convinced that you would agree with the statement all of the time, mark space number 2 - "Agree." If you completely disagree with what the statement says, mark space number 5 - "Strongly Disagree." If you would disagree with the statement in most situations, mark space number 4 - "Disagree." If you are unsure of your reaction to a statement, or if the statement is unclear to you, mark space number 3 - "Don't Know, Not Sure." Follow along very carefully as you go over the following examples in class.

EXAMPLE A. Social Studies class is enjoyable.

1	2	3	4	5
‖	█	‖	‖	‖

The person who reacted to this statement agreed with it, but he did not strongly agree with it. Perhaps he said to himself, "Yes, I usually enjoy social studies, but once in a while it is not very interesting and I don't enjoy it then."

Do Example B and then discuss with the test administrator why some of you reacted with 1 - "Strongly Agree," while others gave different reactions.

EXAMPLE B. Dogs make good pets.

1	2	3	4	5
‖	█	‖	‖	‖

NOTE: Work quickly. Answer all questions. If you should decide to change an answer, be sure that you completely erase your first choice.

MAN AND CULTURE

Test I

Be sure to follow carefully the instructions your teacher has given you.

1. Most people who end up in prison are just naturally bad people.

2. Even if an Indian boy were brought up in the city he would probably be a better army scout than a white boy.

3. Even if I had been lost in the woods as a baby and I had never seen another human being, I would still act a lot like I do now.

4. White people are naturally superior to people of other races.

5. I usually act much the same no matter what situation I'm in.

6. Some people in our school, like the principal and assistant principal, really have very little to do with what I learn.

7. When a school is run efficiently the students are happier.

8. I probably could learn a lot more in school if there weren't so many rules to worry about.

9. Every organization must have leaders if it is to run well.

10. We would probably get along better if we didn't have to associate with other people.

11. If a white man's skin turned black, he would soon learn to behave like a Negro.

12. If all students studied as much as the best students, all students would get "A" grades.

13. Most kids in the world would like to live very much as I do.

14. Some African girls wear rings in their noses for the same reason that American girls wear make-up.

15. Only uneducated people would allow themselves to be ruled by a dictator.

16. Civil rights laws can end prejudice.

17. Voting in school board elections is foolish because nothing really changes no matter who is elected.

18. I'm afraid that the colored races will take over the world if we don't do something soon.

19. The only reason that primative tribes live as they do is that they don't know any better.

20. Segregation of Negroes harms the whites as well as the Negroes.

21. Probably George Washington was born naturally honest.

22. Some people are born to lose.

23. Artists and musicians inherit their talents from their parents.

24. People of different races naturally act very differently.

25. If the water was of better quality in France the French would probably drink less wine.

26. Brothers and sisters often act alike because they have the same blood.

27. Most Jews are born with the ability to make more money than other people.

28. People naturally want to live with their own kind.

29. Rules are good because they tell us how we are expected to act.

30. The Eskimos have few schools. This probably means that most Eskimos have no education.

31. Working in the hot sun doesn't bother Negroes as much as it does white men.

32. Everyone is born with a personality that is difficult to change.

33. If there were no police or judges or jails people would do whatever they wanted to do.

34. Most people don't have to learn how to behave, they naturally do what is right.

35. Life would be better if there were no laws.

36. Most Negroes have more talent with Jazz music than people of other races.

37. Segregation probably cannot end until most whites accept people of other races as equals.

38. We learn how to live from many different people.

39. An orphanage is really like a family.

40. We probably like people that we know better than we like people that we don't know.

41. Everyone really wants to be rich.

42. Irishmen were discriminated against when they first came to America because they weren't as smart as they are now.

43. Most kids will grow up to be like their parents.

44. If I had grown up in Abraham Lincoln's time I would really be very much the same person that I am today.

45. People I like agree with me most of the time, while people I dislike do not.

46. I can't help behaving as I do because my behavior was determined before I was born.

47. When I am with a group of people, I usually do what the group wants to do.

48. The civil rights movement is probably led by communists because Negroes are not good leaders.

49. Segregated schools probably help to cause many whites to believe that they are superior to Negroes.

50. Human children learn to take care of themselves about as soon as most young animals.

51. There probably would be no human beings today if the family had not developed.

52. If my grandparents had come from Sweden, it would be easy for me to learn the Swedish language.

53. If Americans took over the Chinese government, most Chinese would soon act like white people.

54. Race riots are never justified.

55. You can have lots of fun at football games because few people know who you are.

56. I learned to behave as I do from my family and my friends.

57. Each of the people I know is different from all other people in the world.

58. We are educated when we graduate from high school.

59. Probably the most important things that we learn are not learned in school.

60. A woman's place is in the home.

61. Children should be taught to obey their parents at all times.

62. If all kids were brought up in the same way, they would probably behave exactly alike.

63. If I had different friends I would probably be a very different person.

AUDIO-VISUAL AIDS

FILMSTRIPS

FS1156 Reader's Guide

TAPES

T1480 Lesson 21 - Reading and Listening Between the Lines

Making inferences, or reading between the lines, is demanded in active, attentive reading and listening to get the full meaning of the message. The narrator helps the listener-reader to make inferences as to mood, tone, setting, and intent, and guides him through related exercises

T1482 Lesson 23 - Keeping Up With the News

The various ways in which we keep up with the news are discussed and television, the newspaper, and other news periodicals are discussed as to type and completeness of news coverage.

T1540 An Introduction to General and Specialized Reference Books - I-J

T1543 The Approach to Reference Books and Encyclopedias - I-J

T1545 Periodicals and the Readers' Guide to Periodical Literature - I-J

T1546 The Card Catalog - I-J

KITS

K3129 Graph and Picture Study Skills Kit - grades 4-8 (Use 6 weeks)

Students learn to read and interpret such illustrative materials as photographs, editorial cartoons, graphic forms, charts and diagrams. These visual aids--common to texts, newspapers, and other media--are used to clarify the various kinds of subject matter.

K3148 How to use the Readers' Guide to Periodical Literature and the Indexes - grades 6-12 (Use 1 month)

K3098 Taking Better Notes

UNIT I

BIOLOGICAL BASIS OF HUMAN BEHAVIOR

UNIT I BIOLOGICAL BASIS OF HUMAN BEHAVIOR (Man's Behavior, the Physical Basis)

OBJECTIVES

After completing the prescribed course of study for this unit, the student will be introduced to and begin making progress toward the following concepts, generalizations, skills, and attitudes.

CONCEPTS

1. Race
2. Nationality
3. Culture
4. Norms
5. Values
6. Biological needs
7. Learned behavior
8. Species (human beings)
9. Communication (speech)
10. Reflex
11. Instinct
12. Brain
13. Intelligence
14. Growth
15. Biology
16. Average
17. Theory (Explanation)

GENERALIZATIONS

Those new in this unit:

1. Man's biological nature (his inheritance) sets limits to and opens possiblities for his behavior, but does not determine it.
2. Men are extremely plastic; they are able to satisfy basic needs in a variety of ways.
3. Human beings are members of the same species; they are far more alike physically than they are different.
4. Humans, as a single species, possess traits which occur only in man and not in other animals.
5. Human children mature more slowly than do the young of other species.
6. Most human behavior is learned behavior. Reflexes serve mainly a protective function and have little influence over most important types of **behavior**.
7. Although human beings have the same basic physical inheritance, each human has unique physical characteristics.
8. Physical traits tend to set off some groups of people and to influence their behavior.
9. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and de-emphasize the similarities among humans.
10. Social scientists are limited in the kinds of experiments which they can conduct.

Generalization reviewed from Overview:

Human behavior is important, and social scientists attempt to explain behavior by developing and testing theories.

SKILLS

The broad skill area toward which teaching is ultimately directed is underlined. Specific skills taught in the unit are in plain type.

Attacks Problems in a Rational Manner

1. Sets up theories or hypotheses and figures out ways of testing them.
2. Sets up simple experiments.
3. Defines terms in order to avoid confusion.

Gathers Information

1. Reads material for a specific purpose, to answer questions.
2. Adjusts rate of reading to purpose and type of reading.
3. Increases his understanding of social studies vocabulary by studying the context within which words are used.
4. Uses dictionary effectively. (Uses guide words at tops of pages)
5. Listens for the main idea.
6. Identifies main ideas and supporting details.

Organizes and Analyzes Information and Draws Conclusions

1. Uses simple statistical devices for analyzing data.
2. Checks hypotheses against data.
3. Generalizes from data.
4. Draws tentative conclusions from evidence from a variety of sources.

Works Effectively With Others

1. Participates actively in group but does not try to dominate it.
2. Helps create and preserve an atmosphere in which all members of the group feel secure and anxious to participate.
3. During discussions, keeps to the point and helps move the discussion along.

ATTITUDES

1. Is committed to the free examination of social attidues and data.
2. Appreciates and respects the cultural contributions of other countries and races.
3. Is sceptical of "conventional truths;" demands that widely-held and popular notions be judged in accordance with standards of empirical validation.
4. Is sceptical of the finality of knowledge; regards generalizations and theories as tentative, always subject to change in the light of new evidence.
5. Believes that the social sciences can contribute to man's welfare by providing information and explanatory generalizations which help him achieve his goals.
6. Takes brief outline notes on material presented in oral activities.
7. Interprets tables and graphs. (Studies title and headings, and the legend on a graph. Notes relationships.)
8. Increases the accuracy of his observations by use of an observation schedule.

Evaluates Information

1. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
    a. Tries to think of other causative factors.
    b. Checks on the representativeness of sample or population used in study.
    c. Identifies card stacking.
2. Compares sources of information.
3. Identifies basic assumptions (including theories) which are expressed or unexpressed.
4. Distinguishes between difficulty of proof. (Differentiates among fact, inference, and value judgment.)

DIFFICULTY LEVELS OF SELECTED READINGS

I.	"Nature's Five Gifts to Man" Carleton S. Coon, The Story of Man, New York. Knopf. 1954. pp 14-19	Medium
II.	"More Special Features"	Medium
III.	"Reflexes? Instincts?"	Medium to difficult
IV.	"Some Information on Growth"	Medium to difficult
V.	"Danny"	Hard
VI.	"Nationality and Races"	Difficult
VII.	"The Way We Look"	Easy
VIII.	"Does Race Make a Difference?"	Medium
IX.	"More Race Questions"	Difficult

NOTES ON THE BOOKLISTS

The booklists for students were compiled chiefly from the Penn Junior High School library. While many of these books will be found in the other junior high school libraries, the teacher will have to supplement the lists with books from his own school library.

Only rarely can any of these books be used in their entirety; in most cases only a small portion of a book will be usable for any given unit, but other portions of the same book will be usable for other units. Thus, although books listed in Unit 2 on socialization are usable in Unit 3 on the family, they are not listed again in Unit 3.

As the teacher becomes better acquainted with these books and those he may add to the lists, he can refine and update the lists, weeding out those least usable, and indicating which portions of each book are most appropriate to each unit.

UNIT ONE - STUDENT BIBLIOGRAPHY

Man's Behavior: The Physical Basis

Andrews, Roy Chapman, *Meet Your Ancestors*, 571 An.

Ardrey, Robert, *African Genesis*, 573 Ar - hard, a personal investigation into the animal origins and nature of man.

Barzun, Jacques, *Race*: a study in superstition, 572Ba - hard.

Bates, Marston, *Man in Nature*, 573.2 (evolution etc.) - hard.

*Boyd, William C. and Asimov, Isaac, *Races and People*, 572 Bo - S and L.

Carrington, Richard, *A Million Years of Man*, 573 Ca - hard.

Clarke, Robin, *The Diversity of Man*, 573 Cl.

Clymer, Elenor, *The Case of the Missing Link*, E-M, Easy, 573 Cl.

Comfort, Alex, *The Nature of Human Nature*, 573 Co, hard!

Coon, Carleton S., *The Origin of Races*, 572 Co.

Cornwall, I., *The Making of Man*; drawings and reconstructions by M. Maitland Howard, 573 Co.

Edel, May *The Story of Our Ancestors*, 573 Ed, E-M.

Eimerl, Sarel, *The Primates*, E-M, not at Penn.

*Evans, Eva Knox, *All About Us*, 572 Ev - easy (all units?).

*Evans, Eva Knox, *People Are Important*, 572 Ev - easy (units 3,4,5).

*Friedman, Estelle, *Man in the Making*, 573.3 Fr - easy.

Frisch, Karl von, *Man and the Living World*, 574 Fr.

Froman, Robert, *Billions of Years of You*, 573.2 Fr - easy.

*Froman, Robert, *The Many Human Senses*, 612 Fr

Froman, Robert, *Our Fellow Immigrants*, 636.09 Fr (unit 5?).

Gabb, Michael, *Human Kind*, 612 Ga.

Garn, Stanley M., *Human Races*, 573 Ga, D-L.

*Gilmour, Ann and James, *Understanding Your Senses*, 612 Gi - easy.

Howell, F. Clark, *Early Man*, 573.2 Ho, S-M.

Lasker, Gabriel W., Human Evolution, 573 La.

Lauber, Patricia, Your Body and How it Works, easy.

Life Nature Library, Early Man, 573.2 Ho. (Howell, Clark F.)

Lucas, Jannette May, Man's First Million Years, 571 Lu - easy.

Mead, Margaret, People and Places (any unit except unit 1).

Miller, Benjamin F., Man and His Body, 612 Mi - hard.

Moore, Ruth, Evolution, 575 Mo, E-M (Life Nature Library).

Moore, Ruth, Man, Time, and Fossils, 573 Mo - hard.

*National Geographic, My Friends the Wild Chimpanzees, $4.25 + 20¢ postage.

Packard, Vance, The Human Side of Animals.

*Scheele, William E., Prehistoric Man and the Primates, 573 Sc.

TEACHER'S BIBLIOGRAPHY FOR UNIT I

On biological characteristics of man important for his social development:

Kluckhohn, Clyde. *Mirror For Man*. Greenwich, Connecticut: Fawcett Publications, Inc., 1960.

LaBarre, Weston. *The Human Animal*. University of Chicago Press

Sahlins, Marshall. "The Origins of Society," *Scientific American*. September 1960.

Washburn, Sherwood, L. *The Social Life of Early Man*. Chicago, Illinois: Aldine Publishing Co.

On sexual differences:

Mead, Margaret. *Male and Female*. New York, New York: William Morrow & Co., 1949.

Scheinfeld, Amram. *Women and Men*. New York, New York: Harcourt, Brace & World. 1944

On the development of races and some general ideas about heredity:

Boyd, William and Isaac Asimov. *Races and People*. New York, New York: Abelard-Schuman, Inc. 1955

Count, Earl. *This Is Race*.

Dunn, L. S. and Th. Dobzhansky. *Heredity, Race and Society.* New York, New York: The New American Library of World Literature, Inc. 1959.

Montagu, Ashley. *Man's Most Dangerous Myth: The Fallacy of Race*. New York, New York: Columbia University Press. 1942

Washburn, Sherwood L. "The Study Of Race," *American Anthropologist 65*. June 1963, pp 521-531

Reprinted in Melvin M. Tumin, *Race and Intelligence, A Scientific Evaluation*. New York, New York: Anti-Defamation League of B'nai B'rith 1963.

Also in Arnold and Caroline Rose. *Minority Problems*. New York, New York: Harper & Row, Inc. 1965

Garrett, Henry. "How Classroom Desegregation Will Work," Pamphlet. Patrick Henry Press, P. O. Box 217, Richmond Virginia 23202

Kellogg, Winthrop and Lucella. *The Ape and The Child*. New York, New York: Whittlesey House, McGraw-Hill. 1933

Smith, Karl U. and William M. *The Behavior of Man, Introduction to Psychology*. New York, New York: Holt, Rinehart and Winston 1958

The following listed materials are recommended for teacher usage in developing examples and making excerpts for pupils: This list was compiled by Louise Boedeker.

Burgess, Locke, and Thomas. *The Family.* American Book

Hall, Edward T. *The Silent Language.* Premier Book, 50¢.

Mead, Margaret. *People and Places* (paperback). Bantam Books, 60¢.

Lisitzky, Gene. *Four Ways of Being Human* (paperback). Viking Press, $1.45.

Kluckhohn, Clyd. *Mirror for Man.* Premier Book (paperback), 50¢.

Bloom and Selznick. *Sociology, A Text with Adapted Readings.* Harper.

Rose, Caroline B. *Sociology* (paperback). Charles E. Merrill Books.

Pelto, Pertti J. *Anthropology* (paperback). Charles E. Merrill Books.

Hoebel, E. Adamson. *Man in the Primitive World.* McGraw-Hill, 1958.

Ardley, Robert. *African Genesis.* Dell paperback.

Edel, May. *The Story of People.*

Grinnell, George B. *When Buffalo Ran.* New Haven: Yale University Press.

Coffman, Erving. *The Presentation of Self in Everyday Life.* Anchor.

Handlin, Oscar. *The Uprooted.* Universal Library, UL-23.

Hayes, Cathy. *The Ape in Our House.*

Linton, R. *Man's Way From Cave to Skyscraper.*

Baker, Ray Stannard. *Following the Color Line.* Harper Torchbooks.

Brink, William and Harris, Louis. *The Negro Revolution in America.* Essendess Paperback.

Elkins, Stanley. *Slavery.* Grosset's Universal Library.

Handlin, Oscar. *Race and Nationality in American Life.* Anchor, 95¢.

Lomax, Louis. *The Negro Revolt.* Mentor, 50¢.

Pettigrew, Thomas F. *A Profile of the American Negro.* Van Nostrand.

Raab, Earl (ed.) *American Race Relations Today.* Anchor, 95¢.

Stampp, Kenneth M. *The Peculiar Institution.* Vintage, $1.95.

Woodward, C. Vann. *The Strange Career of Jim Crow.* Oxford Galaxy

Wright, Richard. *Black Boy.* Mentor, 50¢.

SELECTIONS FROM PERIODICALS FOR UNIT I

I. The Human Side of Animals

- A. "New Discoveries Among Africa's Chimpanzees," National Geographic, December, 1965. pp 802-832.
- B. "Snowflake - The World's First White Gorilla," National Geographic, March, 1967. pp 443-448.
- C. "Our Friend From The Sea," (A pet seal.) National Geographic, November, 1968. pp 728-736.
- D. "Making Friends With a Killer Whale," National Geographic, March, 1966. pp 419-446.
- E. "The Threatened Orangutan," Life, March 28,1969.

II. The Social Scientist At Work

- A. "Preserving the Treasures of Olduvai Gorge," National Geographic, November, 1966. pp 701-709.
- B. "Ancient Shipwreck Yields New Facts - And a Strange Cargo," National Geographic, February, 1969.

III. Primitive Man - The Living Remnant

- A. "Saving Brazil's Stone Age Tribes From Extinction," National Geographic, September, 1968. pp 424-444.
- B. "Contact With the Stone Age," (The Wama of Brazil.) Natural History, January, 1969.
- C. "The Waura-Brazilian Indians of the Hidden Xingu," National Geographic, January, 1966. pp 130-152.
- D. "Living With Thailand's Gentle Lua," National Geographic, July, 1966. pp 122-152.
- E. "Proud Primitives - The Nuba People," National Geographic, November, 1966. pp 673-699.
- F. "Journey Into the Stone Age," (New Guinea.) National Geographic, April, 1969. p 592.
- G. "Nomad In Alaska's Outback," National Geographic, April, 1969. pp 540-566.
- H. "Japan's Sky People - The Vanishing Ainu," National Geographic, February, 1967. pp 268-296.
- I. "Micronesia - The Americanization of Eden," National Geographic, May, 1967.
- J. "The Hohokam," (Pre-historic Arizona Tribe.) National Geographic, May, 1967. pp 671-695.
- K. "Sorcery, Religion and Man," Natural History, February, 1962. pp 20-29.

AUDIO-VISUAL AIDS

Unit I

IMC Films

F1173 The Color of Man - J-S (12 min. color)
This film gives the scientific explanation for racial skin pigmentation utilizing both photographic and cartoon techniques. (Validity questioned by Science Department may be useful for critical analyses)

F3176 Endocrine Glands - How They Affect You - J (15 min. b/w)
In this film, all the endocrine glands are explained with the help of animation. Each endocrine gland is located and the function of its important hormones is clearly shown. Experiments, varying the amount secreted by some hormones, are made, and the effects on the body and personality are studied.

F3087 Laws of Heredity - S (15 min. color)
How does "like beget like"? The film answers this question by showing, with clear, simple logic, that inheritance is determined in statistically predictable ways. It presents the insights and conclusions about inheritance that were first achieved by Gregor Mendel. The laws of heredity are the cornerstones of the modern science of genetics, and necessary to our understanding the process of natural selection.

F9058 The Pygmies of Africa - I-J-S (20 min. b/w)
Describes the unceasing search for wild fruits and vegetables; illustrates techniques for stalking game, and the construction of hunting weapons. Shows basket-making, shelter construction, ivory collecting, bartering and unusual sacrificial ceremonies.

F9070 What Color Are You? - I (15 min. color)
Why don't all people look alike and have the same color skin? This film explains how mutations sometimes occur in genes to produce different traits in an individual and how the changed individual will survive.

F8085 Monkeys and Apes: An Introduction to the Primates - P-I (11 min. color)
The monkeys, apes, and their relatives make up a group of animals called the primates. Primates live in the warmer regions of the world. They have deep-set eyes in the front of their heads. Their hands have long flexible fingers, with flattened fingernails, and a thumb that helps them grasp things. Because of their hands, they are able to climb easily, and many live in trees.

Film list compiled by Louise Boedeker (Not necessarily available in district.)

Angetee, International Film Bureau (32 min.). Available from Consulate General of Canada, Film Library, 310 South Michigan Avenue, Chicago, Illinois 60604, (Insurance and transportation charges only)

The Brotherhood of Man, (10 min.) University of Minnesota - $3.00

Evolution of Man, (28 min.) University of Minnesota - $9.00

Indians of Early America, Encyclopedia Britannica, University of Minnesota - $3.00--also Unit III.

Kenojuak, Film Board of Canada.

Land of the Long Day, (40 min.) University of Minnesota - $6.00, Also available from Consulate General of Canada(see above)

Life Among the Chimpanzees, National Geographic.

Man and His Culture (15 min.) University of Minnesota - $2.25

Nanook of the North, Contemporary Films (60 min.)

One People, (10 1/2 min.)

IMC Filmstrips

Exploring the Myths of Prejudice, Dr. Ethel J. Alpenfels
This set of two color sound filmstrips brings to light a variety of the myths and misconceptions which underlie racial prejudice. The narrative points out that all human beings are basically alike and that prejudices are the learned results of an individual's social environment.

FS1422 Making Decisions - J-S
Points out that everyone must make decisions and indicates some psychological blocks to making decisions. Stresses the importance of admitting to a wrong decision and sticking to a right decision.

This is You Series - P-I-J

FS1258	You the Human Being
FS1259	Your Sense of Touch
FS1260	You and Your Ears
FS1261	You and Your Food
FS1262	You the Living Machine
FS1263	Your Sense of Smell and Taste
FS1264	You and Your Five Senses
FS1265	You and Your Eyes

IMC Pictures

P1005-10 Animals: Wild
- Red Fox
- Cottontail Rabbit
- Striped Skunk
- Muskrat
- Gray Squirrel
- Opposum

P1019 Polar Regions - Arctic and Antarctic
- Polar animals and Bird Life
- Tundra Soil
- The Tundra
- The Polar Climate
- Polar Seas
- Polar Ice Caps

P1104 Reptiles and Amphibians
- Toad
- Box Turtle
- Alligator
- Bullfrog
- Leopard Lizard
- Spotted Salamander
- Five-Lined Skunk
- Garter Snake

P1103 Animals Without Backbones
- Octopus
- Ground Beetle
- Crayfish
- Millipede
- Scorpion
- Snail
- Starfish
- Orange Garden Spider

P1105 Animals: Zoo
- Elephant
- Chimpanzee
- Giraffe
- Hippopotamus
- Lion
- Rhinoceros
- Tiger
- Mountain Goat

P1128 Mammals
- Gorilla, Chimpanzee
- Baby Elephants
- Deer
- Giraffe and Baby
- Grevy's Zebra

Mammals (Cont'd)
Masai Lions
Polar Bears
Spider Monkeys
Performing Sea Lion
Hippopotamuses
Rhinoceros
Bengal Tiger
Bactrian Camel

IMC Transparencies

TP9016	The Races of Mankind (Anthropology)

INTRODUCTION TO THE HISTORICAL CORRELATIONS.

Each of the five units lend themselves readily to the interjection of American history concepts. Some ideas will be listed at the end of each unit and are meant only as guidelines and not limits on the teacher. No doubt the teacher will find many instances in which he will want to include his wealth of American history knowledge.

CORRELATION OF HISTORICAL CONCEPTS FOR UNIT ONE

Light in the Forest by Conrad Richter is used in this unit, either in part or the whole novel. When introducing this novel, possible historical background would include exploration, colonization, and the French and Indian Wars. Sources in addition to the text, Story of America, Laidlaw that may be useful are:

Selected Case Studies in American History, Gardner, Beery, Olson, Allyn and Bacon, Inc., 1969. Volume I.

a. Case 1, "A Book, A Coin, A China Plate", p. 1

b. Case 2, "Isabella and the Pawnbroker", p. 9

c. Case 3, "Ericson vs. Columbus", p. 18

d. Case 4, "John Smith; History or Hoax", p. 32

e. Case 5, "The Pilgrim and the Artist", p. 44

UNIT I -Suggested Resource People

1. Dr. Cutler - Cutler Animal Hospital

2. Museum of Natural History
   University of Minnesota
   17th and University Avenue South
   J. F. Bell Phone: 373-2433

3. Miss Mary Lee Enfield
   Central Administration Building
   Special Education

4. Minneapolis Hearing Society
   2100 Stevens Avenue
   Phone: 335-3119

5. Bloomington Police Department

UNIT II

HOW WE BECOME HUMAN (Socialization)

UNIT II HOW WE BECOME HUMAN (Socialization)

OBJECTIVE

After completing the prescribed course of study for this unit, the student will be introduced to and begin making progress toward the following concepts, generalizations, skills and attitudes.

CONCEPTS

1. Socialization
2. Culture
3. Communication
4. Role
5. Social Control
6. Identification
7. Society
8. Self

GENERALIZATIONS

Those new in this unit:

1. Man's biological nature makes socialization not only possible, but necessary.
2. Language facilitates communication, the development of an on-going culture and reasoning.
3. Much of man's behavior is acquired through a process called socialization (building group values into the individual.)
4. Through the process of socialization individuals become members of a group by learning role expectations and to perform a wide variety of tasks.
5. Social sanctions, both formal and informal, are used in the process of socialization and later to maintain social control; however, social control is also furthered by internalized values which result from socialization.
6. Socialization takes place through a number of social agents.
7. The process of socialization is a continuous process; the individual acquires new values and patterns of behavior and a sharp change in his life may result in re-socialization.
8. Through the process of socialization, each individual acquires a self.

Those reviewed from unit I:

1. Humans as a single species possess traits which occur only in man and not in animals.
2. Men are extremely plastic. They are able to satisfy basic needs in a variety of ways.
3. Man's biological nature (his inheritance) sets limits to and opens possibilities for his behavior, but does not determine it.

SKILLS

1. Uses Readers' Guide to Periodical Literature.
2. Evaluates social science data by checking on the completeness of data.
3. Evaluates the usefulness of fiction materials for social science.
4. Organizes and evaluates data from autobiographical and other introspective sources.

ATTITUDES

Is curious about social data and wishes to read and study further in the social sciences. (To be developed by unit as a whole.)

DIFFICULTY LEVELS OF SELECTED READINGS

I. Study Guide for Unit II

Selection 1.	"Children of the Wolves"	Medium to difficult High interest
2.	"Anna"	Easy
	"Isabel"	Easy
3.	"People Are Different"	Medium
4.	"We Can't Eat That!"	Medium to difficult
5.	"Human Behavior"	Medium
6.	"Different Ways of Being Human"	
	a. The Semang	Easy
	b. The Innuit	Medium
	c. The Maoris	Easy
7.	"An Indian Boy at Work and Play"	Medium
8.	"Monkeys and Young Children"	Medium
9.	"The Education of Helen Keller"	Medium to difficult
10.	"Blue-Eyed Indian"	Difficult
11.	"The Self"	Medium
12.	"A Man Called Horse"	Medium - High interest

II. Short Stories from Family: A Scholastic Literature Unit Anthology

1.	"Spare the Rod," Anna Perrott Rose. p 139ff	Medium
2.	"As Long As We Can," Doris Gates. pp 161ff	Medium
3.	"Bill," Zona Gale. pp 145ff	Medium

III. Short Stories from Mirrors: A Scholastic Literature Unit Anthology

"The Roughneck," Earl Reed Silvers. p 23	Difficult and mature

IV. Novels

1.	Johnny Tremaine, Esther Forbes	Medium to difficult
2.	April Morning, Howard Fast	Difficult
3.	The World Turned Upside Down, Patterson	Medium to difficult
4.	Treasure Island, Robert L. Stevenson	Medium
5.	Tom Sawyer and Huckleberry Finn, Mark Twain	Medium
6.	Robinson Crusoe, Daniel De Foe	Difficult
7.	Swiftwater, Annixter	Medium
8.	Call It Courage, Sperry	Easy

UNIT TWO - STUDENT BIBLIOGRAPHY

Anderson, Margaret, *The Children of the South*, 370.1.

American Heritage, *Indians of the Plains*, 970.4

Bartholomew, Carol, *My Heart Was Seventeen Rooms*, 915.4 (India).

Bass, Althea, *The Arapaho Way*, 970.3 Ba.

Bleeker, Sonia, *Indians of the Longhorn*, 970.3 - easy (Iroquis before the white man) see *all* books by Bleeker.

*Boer, Freedrich, *Igloos, Yurts, and Totem Poles*, 572.

Bowles, Cynthia, *At Home in India*, 915.4 (chapter 10).

Brewster, Benjamin, *First Book of Indians*, 970.1.

Buell, Hal, *Young Japan*, 915.2 - easy.

Courlander, Harold, *The Hat-Shaking Dance and Other Tales from the Gold Coast* - easy?

Courlander, Harold, *The King's Drum, and Other African Stories*, African folk tales - easy?

Dovain, Edith, *Hokahey! American Indians then and now*, 970.1.

Drachlev, Jacob, ed., *African Heritage*; intimate views of the black Africans from Life, Love, and Literature - easy?

Edelman, Lily, *Japan in Story and Pictures*, very easy.

Faigre, Marion L., *Child Care and Training*, 649 Fa.

Gidal, Sonia, *My Village in India*, 915.4 - easy.

Ginott, Dr. Haim G., *Between Parent and Child*, 649.1.

Goodspeed, Helen C., *Child Care and Guidance*, 649.1.

Hoebel, Edward A., *The Law of Primitive Man*, Cambridge, Harvard U. Press 1954, $6.00 - hard.

Hofman, Charles, *American Indians Sing*, 970.6 Ho.

Hofsinde, Robert, *The Indian Medicine Man*, 970.6 Ho.

Hofsinde, Robert, *Indian Picture Writing*, 970.6 Ho.

Hofsinde, Robert, *Indian Sign Language*, 970.6 Ho.

Hofsinde, Robert, *Indian's Secret World*, 970.6 (religion and mythology)

Holishev, Desider, Growing Up in Israel, 915.694.

Holling, H., Book of Indians, 970.1.

Howells, William, The Heathens, Primitive Man and His Religions, Garden City N.Y. Doubleday 1948.

*Irwin, Constance, Fair Gods and Stone Faces, 913.7 Ir.

Keen, Donald, Living Japan, 915.2.

Keith, Agnes Newton, Children of Allah, 916.1 Ke.

Kirk, Ruth, Japan, 915.2 (pages 149-166).

Kozal, Jonathan, Death at an Early Age

La Farge, Oliver, The American Indian, 970.1.

Lee, R. S., Your Growing Child and Religion, 248, very hard.

Lenski, Lois, Indian Captive, 921 Je (story of Mary Jemison).

Levenson, Sam, Everything but Money.

Lintin, Ralph, Halloween Through Twenty Centuries, Henry Schuman 1950.

Marriott, Alice, Indian Annie: Kiowa Captive.

Mair, Lucy P., Primitive Government, Penguin Books (Do different natural environments result in different government systems?) (Pelican Books 1.25) hard.

McNeer, May, The American Indian Story, 970.1, history of relations with white man, government, etc.

*Pine, Tillie S., The Indians Knew, 970.1

*Saulnier, Tony, Headhunters of Papua, 995 Sa.

Shorter, Bani, India's Children, 915.4.

Shuey, Rebekah M., Learning About Children

Smart, Mollie, Living and Learning with Children, 649.

Suckdorff, Astrid Bergman, Chendu: The Boy and the Tiger, 915.4 - very easy (India).

*Thomas, Elizabeth Marshall, The Harmless People, about two African Bushman groups - easy?

Tunis, Edwin, Indians, 970.1.

Turnbull, Colin M., The Forest People, (Pygmies) easy?

Turnbull, Colin M., The Lonely African, conflict within the person caused by clash of old and new. hard?

Tyler, Hamilton, Pueblo Gods and Myths, 299.7 Ty.

Vandivert, Rita, Young Russia, 947 Va.

Voight, Virginia Frances, Uncas, Sachem of the Wolf People, 921.

Wylie, Lawrence W., Village in the Vaucluse, Harvard University Press 1957 $5.50 PB Harper Colophon Books CN-24 2.25 Life in a French village.

TEACHER'S BIBLIOGRAPHY FOR UNIT II

Burgess, Ernest W. et. al. The Family, New York: American Book Company, 1963.

Foster, George M. Traditional Cultures and the Impact of Technological Change, New York: Harper, 1962.

Hall, Edward T. The Silent Language, Greenwich: Fawcett Publications, Inc., 1959.

Kluckhohn, Clyde. Mirror for Men, McGraw, 1949.

Lisitsky, Gene. Four Ways of Being Human, New York: Viking Press, 1958.

Rose, Arnold. Sociology, New York: Alfred A. Knopf, 1965.

Rose, Caroline. Sociology, Columbus: Charles E. Merrill Books, Inc., 1965. (Social Science Seminar Series)

Ruch, Floyd L. Psychology and Life, Chicago: Scott, Foresman, 1958.

TV Shows for use in Unit II

"Gilligan's Island" - Shipwrecked crew stranded on an island. (Socialization)

To teach values, norms and role, the following shows may be useful:

"Hawaii Five-O"

"Ironsides"

"It Takes a Thief"

"Judd for the Defense"

"Mannix"

"Mission Impossible" - Questionable morality - Do their ends always justify the means they use to get to them.

"Mod Squad"

"N.Y.P.D."

"Perry Mason"

"Run For Your Life"

"The Outcasts"

"The Outsiders"

CASE STUDIES OF PEOPLE AND CULTURES

SOURCE: Anthropology in Today's World
American Education Publications, Cost 30¢

1. "An Eskimo Views the U. S."
   The clock and its importance to American life is reflected in this quote from an Eskimo, "If time worship can be considered a religion, Americans may be the most religious people on earth."

2. "Why the Natives Tried to Buy President Johnson"
   It really happened in 1964. New Guinea natives raised over $82,000 to buy President Johnson as their leader. Should we have sold?

3. "Change vs. Tradition in Saudi Arabia"
   You've come a long way baby? What should a woman's role be in a tradition bound country influenced by western ideas of a woman's place in society?

4. "Undergroup version of 'Davy Crockett'".
   This case introduces the idea of subculture by tracing a comic version of the Davy Crockett song as it diffused through the children's "underground" communication system and turned up in countries around the world.

5. "Are U. S. Teens a Breed Apart?"
   Are teenagers in the mainstream of American society or are they part of a unique subculture?

6. "Can Israel Heal Its Cultural Split"
   Is it possible for Jews to discriminate against other Jews? An understanding of subcultures in Israel provides part of the answer.

7. "Seneca Indians Cling to Tribal Unity"
   Can the dikes of a subculture hold against the power and influence of the dominant culture? Specifically, could the Seneca Indians prevent the Federal government from flooding 10,000 acres of their land by building a Federal dam in 1961? Excellent case to use along with "The Cherokee Incident", Selected Case Studies in American History, Gardner, Berry-Olson, pages 114-126.

8. "America Sets the Global Beat"
   The Americanization of world culture -- Americanization or vulgarization?

9. "Japan's Emperor and the End of a War"
   An understanding of Japanese values and culture may have hastened the surrender of Japan and saved American lives.

10. "A Broken Engagement; A Clash of Customs"
    Marriage customs can be deadly or the Albanian dis-engagement.

WORKSHEET FOR STATUS

(Slides will be included)

You will be shown two series of photographs. In the first series there are eight pairs of photographs. These photographs show different people from our society. You are to determine for each pair of photographs which of the two people is considered by the society to be more important and is more respected by other members of our society. WHAT ARE SOME CLUES THAT MAY HELP YOU TO MAKE YOUR DECISION?

Circle the letter of the photograph of the person who is more respected and is considered to be more important.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B

In the second series there are seven pairs of photographs showing different people from other cultures. Decide which person in each pair of photographs has the greatest prestige and is the most important. Circle the letter of the photograph showing the more important person.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B

This exercise is designed to help develop the concept of status, and to help students gain an understanding of the ways in which status is determined in different societies. The photographs and exercise should be followed by a discussion; some of the questions for this discussion might be as follows:

1. Which of the two series of photographs did you find easier to work with? Why?
2. Why was it more difficult to judge the importance of the people in the second series of photographs?
3. Does this tell us anything about the way different societies rank people?
4. What can we say about the way people are recognized to be more or less important in a particular society?

In addition, at some point during the discussion the term status should be introduced. It would probably be best to wait until after the students have identified a variety of ways in which status is determined before introducing the term.

ROLE EXPECTATIONS WORKSHEET

To introduce the concept of role expectations show the students this series of cartoons. Ask them to speculate on how they would react to the same situations if they were Linus. And ask them why they think he reacted in the ways he did. Then ask the following questions:

What would you think of Linus if he WANTED to go to dancing school?

- if he WANTED to walk behind Lucy or any other girl, instead of beside her or in front of her?

- if he WANTED to be a perfect gentleman?

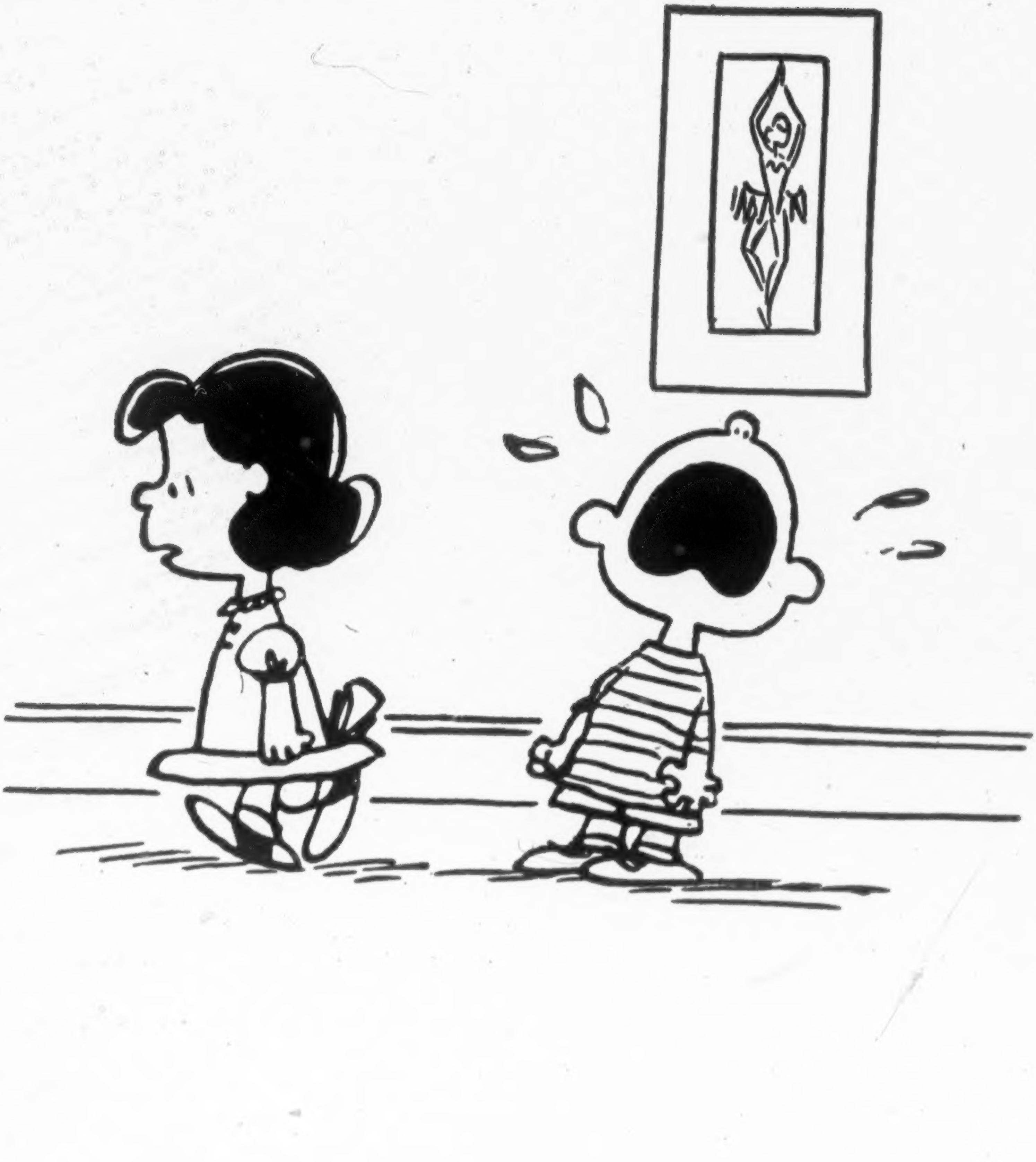
- if he WOULD RATHER get married than join a circus?

Why would you think of him in that way?

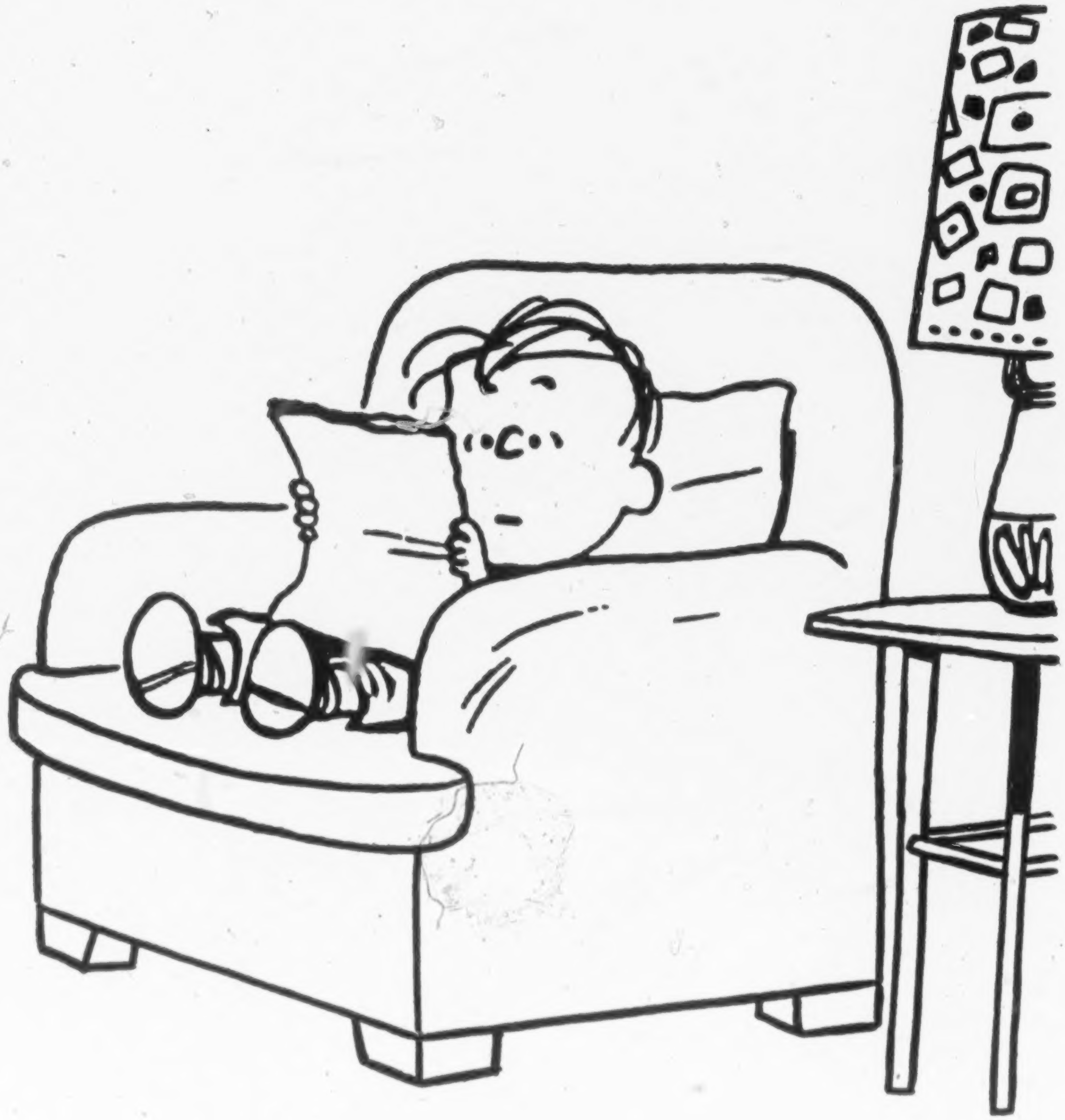
Do you think he will ever want to dance, respect women, get married?

If so, why will his attitude change? What things will affect his attitudes?

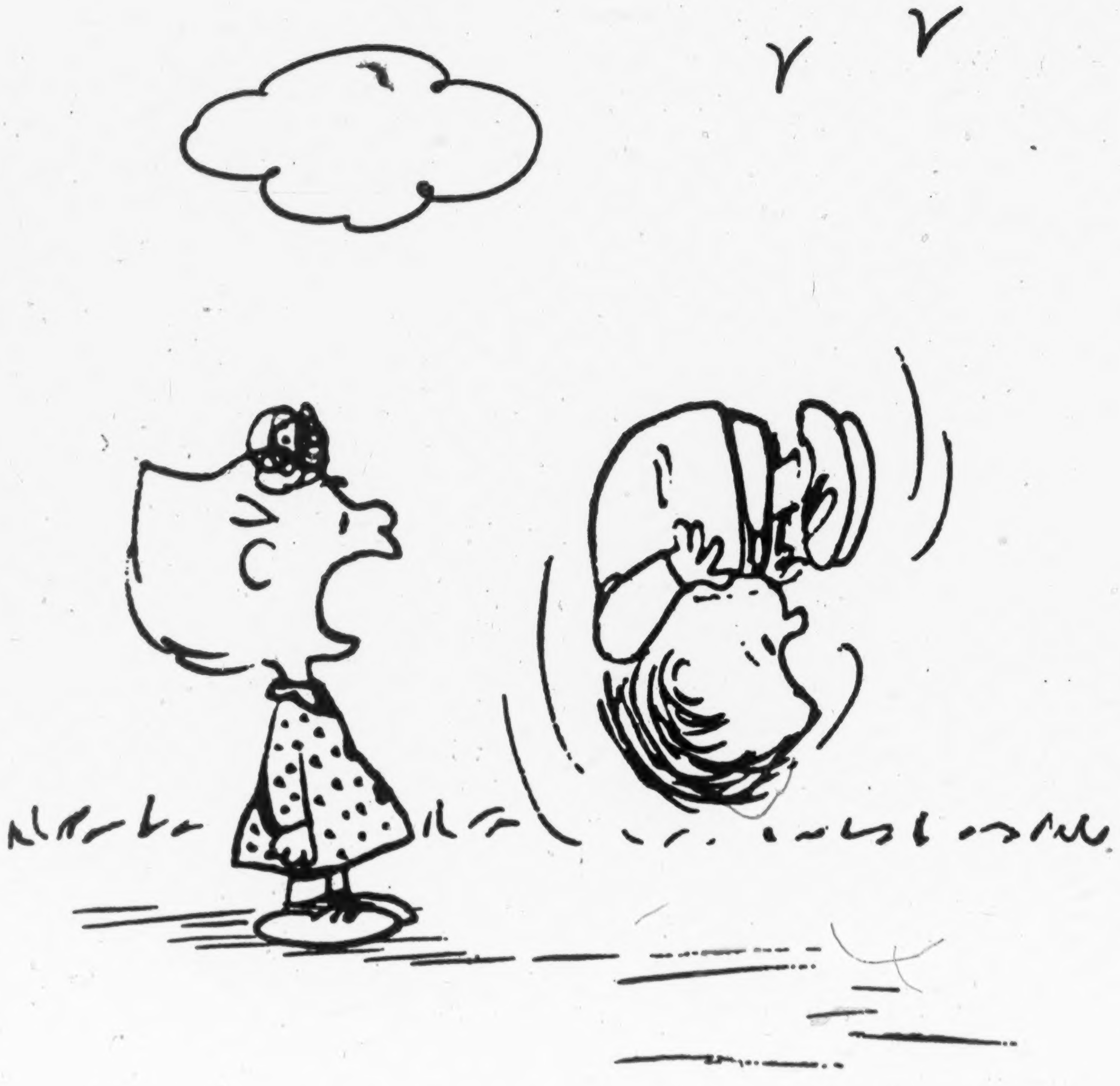
Is Linus learning in these cartoons? What things is he learning? How is he learning them?



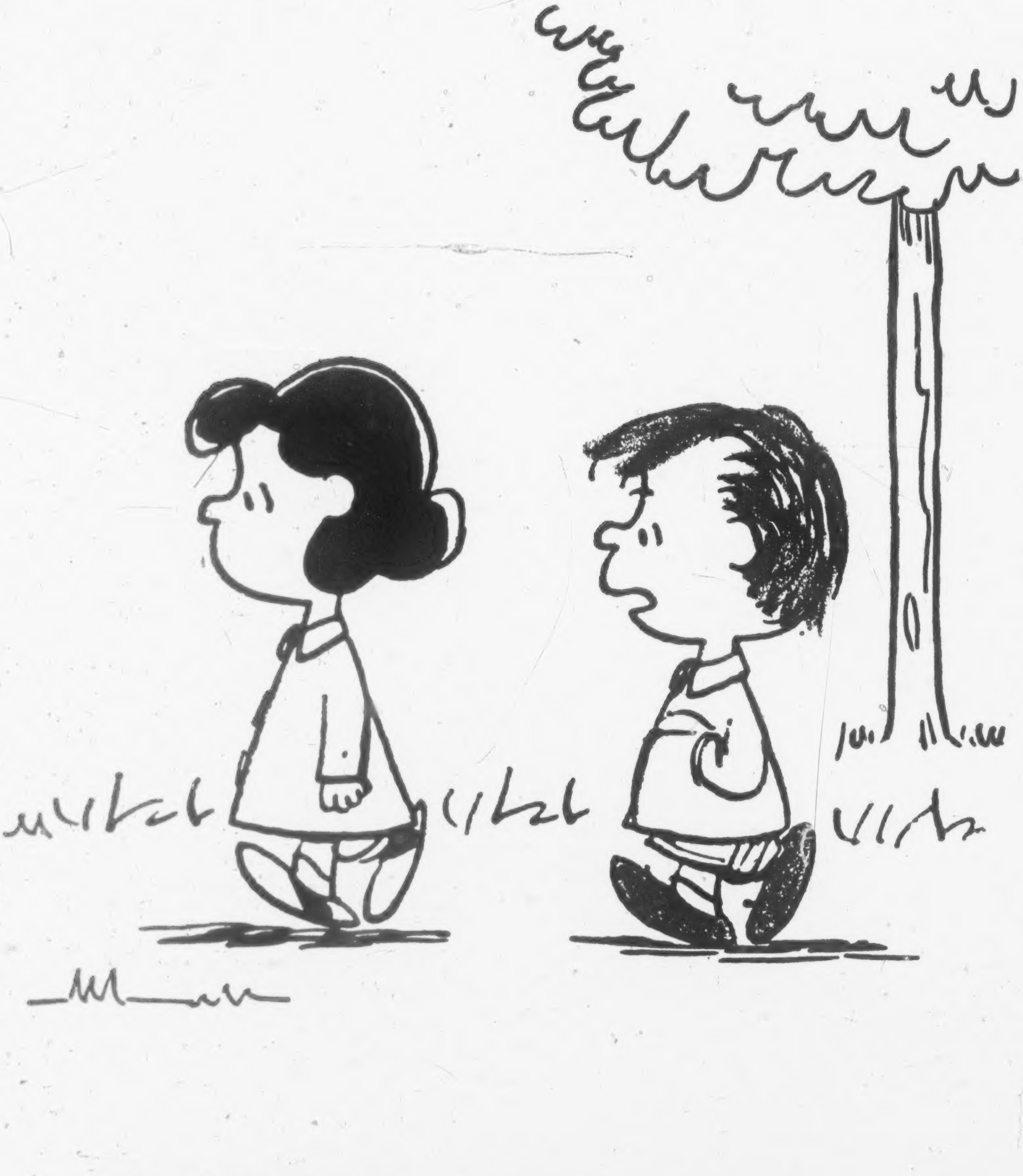
DON'T BE SILLY, YOU'LL LEARN TO LOVE DANCING SCHOOL!



WHEN A GUY WOULD RATHER GET MARRIED THAN JOIN A CIRCUS HE'S LIVED TOO LONG.



DON'T EVER ASK A LADY HER AGE!



WHEN INDIANS WALKED TOGETHER
THE BRAVE ALWAYS WALKED IN FRONT.

ROLE PLAYING DISCUSSION QUESTIONS (Study Sheet)

Unit II: Socialization
Concepts: Norms, Accomodation, Social Control, Role Perception

DR. HEIDEGGER'S EXPERIMENT

by Nathaniel Hawthorne

1. Describe the structure of Dr. Heidegger's group.

2. Notice the description of each person's character given by Dr. Heidegger. Are they ordinary people? How does each person react when his faults are revealed?

3. Why do you suppose the people react as they do when Dr. Heidegger shows them the rose and describes his experiment?

4. What social pressures are acting upon the group?

5. Why does Dr. Heidegger feel he has chosen the right people for his experiment? Do you agree with him?

6. How do the people react when they have drunk from "the Fountain of Youth"? Is their behavior what you would expect?

7. How do you suppose these people would have reacted if they had been involved in this experiment on an individual basis? Would they have acted differently if this was done with a group of total strangers?

8. Do you believe that the people actually grew younger during the experiment? Support your answer.

9. Why does Dr. Heidegger suggest establishing a set of rules before beginning the experiment? Are his suggestions followed?

10. What can be learned from this experiment? Can this be related to real situations? Explain.

AUDIO-VISUAL AIDS

Unit II

IMC Films

F4067 Huckleberry Finn: What DoesHuckleberry Finn Say? - S (27 min. color) The noted author, lecturer, and critic, Clifton Fadiman, as narrator, takes the intellectual content of the novel as a whole. He points out that Huckleberry Finn can be viewed from three angles: as an adventure story, as the picture of a world, and as a drama of moral conflict. Scenes depicting the relationships between Huck and Jim, Huck and Pap; and Huck and the Grangerford and Shepherdson families delineate the basic structure of the novel and help place it in proper perspective for the student.

F3159 Debt to the Past: Language and Communication - I-J-S (17 min. color) Depicts such varied means of communication as spoken, unspoken and written language. Presents three stages in the development of written language? Pictographic, ideographic and phonetic. Discusses phonemes and the history of the alphabet. Demonstrates the power of language for good and evil, and stresses the need for man to use the great gift of language for worthy and constructive purposes.

F8073 Growing Up, Growing Older, P-I (8 min. color) This animated film serves to motivate discussion about the various aspects of growing up and growing older. It traces the life of one person from infancy to old age. The film is designed to help the child become aware of the continuity of life and of his changing roles and increased responsibilities as they relate to the change in his maturity.

Film list compiled by Louise Boedeker (Not available at IMC)

Being Different (11 min.)

Boundary Lines (10 min.) University of Minnesota: $3.00

Children's Emotions (20 min.) University of Minnesota: $3.50

Growth Failure and Maternal Deprivation. University of Minnesota:

The Hat (18 min.) University of Minnesota: $6.00

Have I Told You Lately That I Love You? (17 min.) University of Minnesota: $6.00

Helen Keller in Her Story, Louis de Rochamont Associates, Film Library (45 min.) University of Minnesota: $7.75

Motherlove (26 min.) University of Minnesota: $4.50

Old Order Amish (32 min.)

Picture in Your Mind (16 min.) sequel to Boundary Lines.

Robinson Crusoe, Commonwealth Pictures Corporation (30 min.) University of Minnesota: $4.50

What a Blind Man Sees (13 min.) Available from the American Foundation for the Blind, Department of Public Education, 15 West Sixteenth Street, New York, New York 10011 (Return postage)

Baby Meets His Parents, Encyclopedia Britannica (10 min.) University of Minnesota: $1.75

Behavioral Patterns at One Year, Encyclopedia Britannica (10 min.) University of Minnesota: $1.75

Early Social Behavior, Encyclopedia Britannica (10 min.) University of Minnesota: $1.75

First Lessons, International Film Bureau (20 min) University of Minnesota: $2.50

Frustrating Fours and Fascinating Fives, McGraw-Hill (20 min.) University of Minnesota: $3.50

Growth of Infant Behavior: Later Stages, Encyclopedia Britannica (10 min.) University of Minnesota: $1.75

Learning from Disappointments, Coronet Films (10 min.) University of Minnesota: $1.75

Preface to Life, United World Films (30 min.) University of Minnesota: $5.25

Sixteen in Webster Groves, WCCO TV - color - one hour. Excellent source. Charles Kurrault narrator - small middle class community examines the community values and particularly the values of the 16 year olds.

IMC Filmstrips

African Art and Culture

From the primitive pottery of Tanzania's Olduvai Gorge to the sophisticated bronze castings of the Nigerian city of Ife, this brand new series of three color sound filmstrips introduces the Western student to seven centuries of the art and culture of the African nations.

	Making Friends - P-I
FS1231	How do You Rate at Home?
FS1232	How do You Rate at School?
FS1233	How do You Rate With Your Friends?

	The American Indian, Story of - P-I
FS1180	The Early American Indian
FS1181	The Indian Boy and Girl
FS1182	Indians of the Northeastern Woodlands
FS1183	Indians of the Southeastern Woodlands
FS1184	The Plains Indian
FS1185	Indians of the Southwest - Part I
FS1186	Indians of the Southwest - Part II
FS1187	Indians of the North Pacific Coast
FS1188	After the White Man Came

	South America - I-J
FS1206	Lands and People of Northern South America
FS1207	Lands and People of the Middle Andes
FS1208	Lands and People of the Southern South America
FS1209	Lands and People of Brazil

IMC Kits

K9179 Insight - J-S (4 weeks)
A game for adults or teenagers to develop insight regarding one's own personality and the personality of others. Useful in vocations units and others where the goal is to develop self-concept.

K4010 Exploring Moral Values - P-I-J (Use; 2 weeks)
Kit contains 15 filmstrips, record and teacher's guide. Presents 44 "value" situations from the areas of prejudice, personal values, honesty, and authority. From these situations every student learns more about himself. He acquires confidence in his own judgment. He becomes able to develop his own values effectively.

"Music Kits""

See tape on protest music Unit V

K5049 Folk Songs of Africa (Grade 6 - Social Studies)
Kit contains: 2 filmstrips
1 record

K5043 Folk Songs of Canada (Grades 5, 6 - Social Studies)
Kit contains: 2 filmstrips
1 record

K5050 Folk Songs of Latin America (Grades 5, 6 - Social Studies)
Kit contains: 2 filmstrips
1 record

POSSIBLE CORRELATION OF HISTORICAL CONCEPTS FOR UNIT II

Johnny Tremain by Forbes, April Morning by Fast, and The World Turned Upside Down are all novels that take place during the Revolutionary War period. Sources in addition to the text, Story of America, Laidlaw, that may be useful are:

Selected Case Studies in American History, Gardner, Beery, Olson, Allyn and Bacon, Inc., 1969, Volume I.

a. Case 6, "Who Fired that Shot?", p. 59

b. Case 7, "Sam Adams and the Minutemen," p. 73

UNIT II - SuggestedResource People

1. State Department of Special Education
   Lip-reading
   Sign language
   Phone: 221-2547

2. Child Development Clinic
   University of Minnesota
   Phone: 373-2210

3. Vital Statistics
   State Office Building
   Phone: 221-2785

4. Miss Mary Lee Enfield
   Central Administration Building
   Special Education

UNIT III

THE FAMILY AND OTHER SOCIALIZING INSTITUTIONS

UNIT III THE FAMILY AND OTHER SOCIALIZING INSTITUTIONS

OBJECTIVE

After completing the prescribed course of study for this unit, the student will be introduced to and begin making progress toward the following concepts, generalizations, skills and attitudes.

CONCEPTS

1. Social structure
2. Social function
3. Nuclear family
4. Extended family
5. Social process
6. Conflict
7. Competition
8. Domination--submission
9. Accomodation
10. Institution
11. Status

GENERALIZATIONS

Those new in this unit:

1. Ways of living differ from one society to another and within the same society; family functions may vary somewhat, but families everywhere fulfill a few basic and significant functions.
2. Each type of family structure imposes a different role relationship and has unique consequences.
3. Changes in the structure and functions of families occur in a number of ways.
4. All institutions in a society are interrelated; because of these interrelationships, a change in one institution is likely to affect others.
5. Most of the social processes found within the larger society are found also within the family.

Those reviewed from units I and II:

1. Much of man's behavior is acquired through a process of socialization.
2. Through the process of socialization individuals become members of a group by learning role expectations and to perform a wide variety of tasks.
3. Socialization takes place through a number of social agencies.
4. Social sanctions, both formal and informal, are used in the process of socialization.
5. Men are extremely plastic. They are able to satisfy needs in a variety of ways.

SKILLS

1. Interprets tables and graphs.
2. Constructs charts.
3. Sets up hypotheses and tests against data.
4. Generalizes from data.
5. Checks on the completeness of data.
6. Increases accuracy of observations through the use of questionnaires.
7. Increases accuracy of observations through the use of content analysis.

ATTITUDES

1. Is curious about social data and wishes to read and study further in the social sciences. (To be developed by the unit as a whole.)
2. Is sceptical of conventional truths and demands that widely-held and popular notions be judged in accordance with standards of empirical validation.
3. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.

DIFFICULTY LEVELS OF SELECTED READINGS

Unit III: The Family

Pages	
5	"Hopi Family" - medium
5-8	"A Chinese Family" - medium
9-17	"Semang Family" - difficult
18-21	"Eskimo Family" - medium to difficult
22-28	"The Banchiga Family" - difficult
29-31	"Attitudes Toward Dating" - easy
32-33	"Role Problems" - easy
34-36	"The Farm Family" - medium
37-40	"The Negro Family" - medium to difficult
41-48	"Families and the Great Depression" - medium
49-51	"Family Life Among the Pilgrims at Plymouth" - difficult
52-55	"Change Affects the American Farm Family" - medium
56-57	"The Kennedy Family" - medium

PERIODICAL LIST FOR UNIT III

"Can Parents and Teenagers Negotiate?" by Dale B. Harris, PTA Magazine, May, 1969.

"Family: Is It Out with the Go Go Generation?", Senior Scholastic, October, 19, 1967.

"A Report on Interracial Adoption", by Phylis Feinstein, Parents, December, 1968.

"South Korea" Success Story in Asia", National Geographic, March, 1969.

Cartoons and Caricartures

"It's All in the Family", S. and J. Berenstein, McCall's Magazine, (monthly)

Minneapolis Star and Tribune:

"Dennis the Menace"
"Peanuts"
"Hi and Lois"
"Family Circus"
"Lil' Abner"
"Blondie"
"Dondi"

UNIT THREE - STUDENT BIBLIOGRAPHY

NON-FICTION

*Baker, Laura Nelson, Those Who Care, 361 about various agencies that help delinquents or the disadvantaged.

Doss, Helen, Family Nobody Wanted, 921 Do.

Duvall, Evelyn M., Family Living, 173 Du.

Ernst, Morris and Schwartz, Alan U., Lawyers and What They Do, 340.69.

Fyvel, T. R., Troublemakers, 364.35 - hard.

Glueck, Sheldon and Elenor, Family Environment and Delinquency, 364.36 - hard.

Jeffee, Saul, Narcotics - An American Plan.

Kraft, Kenneth, Give Father a Hard Knock, 818 Kr.

Loth, David, Crime in the Suburbs, 364.1.

Miller, Herman P., Rich Man, Poor Man, 339.4 - hard.

Osborne, Dr. Ernest G., How to Deal with Parents and Other Problems, 301.42.

Packard, Vance, Waste Makers, 339.4 - hard.

Schreiber, Daniel, Profile of the School Dropout, 371.2 - hard.

Schreiber, Daniel, The School Dropout, 371.2913.

Scudder, Kenyon J. and Beam, Kenneth S., The Twenty Billion Dollar Challenge, (juvenile delinquency) 364.36.

Steel, Ronald, New Light on Juvenile Delinquency, 364.36.

Steine, Lee, Understanding Juvenile Delinquency, 364.3.

Tunley, Roul, Kids, Crime and Chaos, 364.3 - hard.

*Underhill, Ruth M., First Came the Family, 301.42.

-- This part compiled by Louise Boedeker - FICTION

Anderson, Saddlebag Summer

Annixter, Paul, Swiftwater

Baker, Nelson; Go Away Ruthie

Ball, Zachary, Bristle Face

Barland, Hal, When the Legends Die

Benary - Isbert, Margot, The Ark

Bonham, Frank, Durango Street

Burch, Robert, Queenie Peavy

Cain, Dr. Arthur F., Young People and Sex

Carson, Mystery of the Tarnished Trophy

Cavanna, Betty, Almost Like Sisters (Mother - Daughter)

Cavanna, Jenny Kimura

Cavanna, Betty, A Time for Tenderness

Dahl, This Precious Year

Daly, Maureen, Seventeenth Summer

Daringer, Yesterday's Daughter

Doss, Helen, The Family Nobody Wanted

Duvall, Evelyn Millis, Why Wait Till Marriage

Edmonds, Tom Whipple

Eyerly, Jeannette, A Girl Like Me

Field, Calico Bush

Forbes, Kathryn, Mama's Bank Account

Friermood, Whispering Willows

Fritz, I, Adam

Gapps, Benjamin, A Woman of the People

Graham, Lorenz, North Town

Green, Hannah, I Never Promised You a Rose Garden

Griss, Jefferson's Daughter

Haig, Brown, Whale People

Harris, Christie, You Have to Draw the Line Somewhere

Heinlein, Orphans of the Sky

Hentoff, Nat, Jazz Country

Hinton, S. E., The Outsiders

Hunt, Irene, Across Five Aprils (2)

Hunt, Irene, Up a Road Slowly

Jacobs, Look to the Mountains

Jensly, Puritan Adventures

Jones, Oldest One

Killilea, Marie, Karen

Knight, Family on the Tide

Krumgold, Joseph, --And Now Miguel

Krumgold, Joseph, Union John

Lee, Mildred, The Rock and the Willow

L'Engle, Madeleine, Meet the Austins

L'Engle, Madeleine, The Moon by Night

Lenski, Shoo-Fly Girl

Marshall, A River Ran Out of Eden

Mather, Melissa, One Summer in Between

Morrison, Mystery of Shadow Walk

Nielsen, Road to the Valley

Neville, Emily Cheney, Berries Goodman

Neville, Emily, It's Like This, Cat

Pike, James A., If You Marry Outside Your Faith

Pohlmann, Lillian, Love Can Say No

Potok, Chaim, The Chosen

Renken, Aleda, Kathy

Rich, The Free Man

Richter, Conrad, A Country of Strangers

Schoen, Barbara, A Place and a Time

Sherburne, Zoa, *The High White Wall*

Sherburne, Zoa, *Jennifer* (alcoholism)

Sherburne, Zoa, *Stranger in the House* (Mother mentally ill)

Sherburne, Zoa, *Too Bad About the Haines Girl*

Sorenson, Virginia, *Miracles on Maple Street*

Southard, Helen F., *Sex Before 20*

Stolz, Mary, *The Bully of Barkham Street*

Stolz, Mary, *A Love or a Season*

Stolz, Mary, *Ready or Not*

Stoutenberg, *Walk into the Wind*

Strain, Frances Bruce, *Being Born*

Whitney, Phyllis A., *Willow Hill*

Yates, *Carolina's Courage*

Yates, Elizabeth, *The Next Fine Day*

TEACHER'S BIBLIOGRAPHY FOR UNIT III

Bailyn, Bernard, Education in the Forming of American Society, Chapel Hill: University of North Carolina Press, 1960.

Bell, Norman W., and Vogel, Ezra F., The Family, Glencoe: Free Press, 1960.

Bowen, Catherine D., John Adams and the American Revolution, Boston: Little, Brown, 1950.

Burgess, Ernest W., The Family, New York: American Book, 1963.

Lisitsky, Gene, Four Ways of Being Human, New York: Viking, 1955.

Handlin, Oscar, The Uprooted, Boston: Little, Brown, 1951.

Mead, Margaret, Sex and Temperament in Three Primitive Societies, New York: Mentor, 1950.

Pelto, Perti J., The Study of Anthropology, Columbus: Charles E. Merrill Books, Inc., 1955.

Schusky, Ernest L., Manual of Kinship Analysis, New York: Holt, Rinehart, and Winston, 1965.

Shannon, David A., The Great Depression, Englewood Cliffs: Prentice-Hall, 1960.

TV Shows for use in Unit III

"Beverly Hillbillies" - Children living with their wealthy grandparents who have moved from the backwoods to Hollywood. Farce.

"Bonanza" - Father and his sons on a ranch in the old west. Conflict.

"Don't Eat the Daisies" - Urban family with all members present.

"Doris Day Show" - Two boys living with their widowed mother and grandfather on a farm.

"Family Affair" - Three children living with uncle in New York Apartment.

"Farmer's Daughter" - Small town girl in the "big city". Stereotyping.

"Gentle Ben" - A boy, his pet bear and his parents in a rural setting.

"Julia" - Young colored boy living in an urban apartment with his widowed mother.

"Lassie" - Small boy and his dog in a rural setting; all family members present.

"Mayberry R.F.D." - Small town setting where a young boy lives with his father and a housekeeper.

"Munsters" - Satire on suburban family.

"My Three Sons" - A father raising his three sons.

"The Addams Family" - Satire on suburban family.

"The Flintstones" - Prehistoric family annimated.

"The Ghost and Mrs. Muir" - Mother and her two children living in a haunted house.

CASE STUDIES

SOURCE: Family - Scholastic Unit
Murray Rockowitz, Scholastic Book Services

1. "The Family Council" (from Cheaper by the Dozen)
   pp. 18-23, Family decision making.
2. "Mama and Her Bank"
   pp. 40-44, The role of the mother in a family.
3. "The Boy in the Middle"
   pp. 64-65, A poem which leads to a discussion of how a child's position in the family relates to socialization
4. "Mayan Girl of Yucatan"
   pp. 69-71, A day in the life of 13 year old Mayan girl.
5. "Ashanti Boy of Ghana"
   pp. 72-74, Tribal tradition and western culture collide.
6. "The Blanket"
   pp. 116-119, The blanket is a parting gift to a grandpa who is being sent to a resthome. Good for a discussion of how families in various cultures treat their old people.

ROLE PLAYING DISCUSSION QUESTIONS (Study Sheet)

Unit III: Family
Concepts: Role, Role Expectancy, Role Perception, Conflict

I REMEMBER MAMA
by John Van Druten

1. How would you assess Mama's status in this family?

2. If Uncle Elizabeth had died, and/or if Mama had reacted differently, to Mr. Hyde's actions would her image in the play have changed? Explain.

3. Compare the role of Mama to that assumed by Papa. Comment on the desirability of this situation.

4. What role do you think each parent should assume in a family?

5. The conversation between Mama and Katrin centers mainly around money and riches. What value does each character place on these items?

6. What attitude do each of the following people express toward Mr. Hyde: Mama, The Children, Aunt Jenny.

7. What can you learn about each character and his attitude twoard Mr. Hyde?

8. What can be learned about Mama from her interactions with those around her? Does her behavior effect those around her?

9. What conflict must she resolve within herself? Who helps her make this decision?

10. Is this play an example of a typical American family? Why?

ROLE PLAYING DISCUSSION QUESTIONS (Study Sheet)

Unit III: The Family
Concepts: Family functions, Social functions, Social processes, Socialization, Accommodation.

THE BIG WAVE by Pearl Buck

1. This play gives some very close and personal views of Japanese life. Make a list comparing the family customs and attitudes mentioned in this play. Compare the families of Kino, Jiya, and your own. Show both differences and similarities.

2. Make a second brief listing of the factors which cause the differences in these family customs.

3. What attitude does each boy in this story hold toward the sea? Cite examples and tell why you think he feels as he does.

4. Jiya is deeply saddened by the death of his parents. In how many different ways does the big wave effect his life?

5. In what ways might Jiya have been different if the big wave had not come when he was so young?

6. How well did Jiya adjust to his new life? Would you say he was resocialized.

7. Notice the ideas and values held by the following people: Old Gentleman, Father, Sitsee, Mother. What in your opinion is the importance of the role played by each of these people?

8. What basic family functions do Kino's parents fulfill for Jiya? Do you think the Old Gentleman could have done this?

9. The belief that "life is stronger than death" is expressed by Kino's father. Do the other actors in the play believe this?

10. Is the idea that "life is stronger than death" unique to the Japanese culture? Support your answer.

AUDIO-VISUAL AIDS

Unit III

IMC Films

F3208 Family in Tokyo - P-I-J-S (15 min. color)
To show how an average middle-class Tokyo family lives, featuring some customs that are similar to ours, and some that are different. Sequences include the usual daily things that a father and mother and two children do from the time of close of school in the classroom through shopping, meal preparation, recreation, dining, study time, and preparation for bed.

F3138 Japanese Mountain Family - I (15 min. color)
Uji is the son of a woodcutter in modern Japan. His family lives in the forested mountain country. During a holiday, Uji goes to cut wood with his father -- and later is able to follow the wood to a village, where he sees it is being made into pianos. The film illustrates very well the warm family spirit, and the details of rural life in contemporary Japan.

F1282 Mothers - What They Do - P-I (10 min. color)
This film is concerned with the mother's function whether she works full or part-time, outside the home or entirely within it. The narration defines the primary reasons and circumstances that motivate three mothers. In summing up, the economic value of a mother's job is another element provided to initiate thought in the young.

F1181 Our Family Works Together - P-I (11 min. color)
Mike and Susan enjoy helping around the house. Today they are very excited about the big surprise for their father and are eager to help mother prepare for it. The film stresses the importance of the family playing together and working together to make the home a pleasant place in which to live.

F3146 Russian Life Today - J-S (19 min. color)
Shows the people of Soviet cities and rural communities at work, in school, and at home. Scenes of their stores, markets, transportation, and public buildings include unique shots taken inside homes, hospitals, factories, schools, art galleries, and the Kremlin. Views of the farming communities and village markets show a different side of Soviet life. Both winter and summer scenes are included. Government sequences feature a celebration on famous Red Square. This film will be of interest to all groups, and its portrayal of a society under rigid state control will make it useful to teachers.

F3197 Southeast Asia Family - I-J (15 min. color)
The film follows the activities of the Sen family who are rice farmers. Everyone in the family shares in the work. The film brings the experience of these far-off lands, and especially the family life in Southeast Asia, into the classroom.

F3145 Spanish Community Life - I-J-S (15 min. color)
The story of a farm family and their pueblo near Madrid. Here the farmers live in the town, going out to work each day in the fields which surround the village. In many ways the pueblos remain primitive and unchanged.

F3206 U.S.S.R. - Family of Tashkent - I-J-S (20 min. b/w)
In simple, unpretentious terms, this film demonstrates how change has come to an area which, until 40 years ago, had altered little since the days of Mohammed. Severe in its emphasis on careful, accurate reporting, this unusual motion picture shows us how a self-contained community works, by following the activities of a village foreman. The viewer gets a clear sense of the life of these people -- their dignity, charm and their ability to blend the old with the new.

F3210 West German Family - I-J (15 min. color)
Everyday activities of the Schmidts, a typical working class family living in Sindelfingen, a small city in West Germany, are followed in this economic geography film. Herr Schmidt, his wife, and two sons and grandchildren represent three generations and illustrate the modern West Germany, two characteristics of German philosophy dominate the need for owning a piece of land of their own, and the desire for family unity or the atmosphere which they call Gemutlich.

F9080 Boy of Southeast Asia, I-J (17 min. color)
Life on a rice farm in Southeast Asia calls for great cooperation on the part of all members of a family. Geng, the young son in a typical home, helps his family in many ways. As he and his brother go to school, we see something of the countryside of Southeast Asia. At school, we visit a science class. We see Geng and his classmates play several games and stop for a refreshing drink of fresh coconut milk. After school, Geng helps his family again.

Film list compiled by Louise Boedeker not available at IMC

Almost Neighbors

Early Marriage, (24 min.) University of Minnesota: $9.00

Family of Free China, (20 min.) University of Minnesota: $6.00

Family of Ghana, (30 min.) University of Minnesota: $4.50

Four Families: Part I: India and France, (30 min.) University of Minnesota: $4.50

Four Families: Part II: Japan and Canada, (30 min) University of Minnesota: $4.50

Navajo: The People between Two Worlds, (18 min.) University of Minnesota: $6.00

Nomads of the Jungle: Malaya, (20 min.) University of Minnesota: $3.00

The Quiet One, Athena (67 min.)

IMC Filmstrips

FS1376	Swiss Family Robinson
FS1372	Tom Sawyer
FS1231	How Do You Rate at Home?
FS1232	How Do You Rate at School?
FS1233	How Do You Rate With Your Friends?

IMC Kits

K4025	The Tuned Out Generation Takes dead aim at the idea of separateness of youngsters and their parents by focusing not on the ways the generations differ, but rather on the ways they are alike. Much of this program is built on actual live interviews with dozens of adults, who speak without inhibition about their own attitudes and toward teenagers. Structured to help both teenagers and adults gain new insights into and compassion for the "other" generation. Part I - 15 min. Part II - 13 min.

Tapes

See protest music - Unit V

POSSIBLE CORRELATION OF HISTORICAL CONCEPTS FOR UNIT III

While studying the family today, it may be a good time to discuss colonial families moving west, and the westward migration. Sources other than the text, *Story of America*, Laidlaw, are:

1. Novels
    a. *No Other White Men*, Davis

UNIT III - Possible Resource People

1. Sons of Norway International Headquarters
1455 W. Lake Street
Phone: 827-3611

2. Swedish Institute
2600 Park Avenue
Phone: 335-7621

3. Swedish Consulate
Cargill Building
Phone: 335-6897

4. Polish National Home Association of Minneapolis
1304 N. E. 4th Street
Phone: 332-9536

5. World Affairs Center
University of Minnesota
Phone: 373-3799

6. American Field Service
Mrs. Louella Chapiewski
Park Elementary
Bloomington Public Schools

Mrs. Melum
Lincoln Senior High School
Bloomington Public Schools

7. Foreign Students

8. Minnesota Historical Society Museum
690 Cedar
St. Paul
Phone: 221-2801

UNIT IV

MAN'S BEHAVIOR IN GROUPS AND CROWDS

UNIT IV MAN'S BEHAVIOR IN GROUPS AND CROWDS, (Our Behavior in Groups and Crowds)

OBJECTIVES

After completing the prescribed course of study for this unit, the students will be introduced to and begin making progress toward the following concepts, generalizations, skills, and attitudes.

GENERALIZATIONS

1. Those new in this unit:
    1. Institutions are a basic and universal way that behavior is organized in every society.
    2. All societies have ways of educating children, although the ways of doing so differ.
    3. Large groups are frequently organized as bureaucracies in order to accomplish goals; the behavior of individuals is affected by the formal rules of the bureaucracy.
    4. The structure of bureaucracies often causes problems which block achievement of goals and causes dissatisfaction among those who work in the bureaucracy.
    5. All behavior in bureaucracies cannot be accounted for by the formal system. Much patterned behavior occurs as a result of spontaneous interaction of people within the organization. This is called the informal structure.
    6. Members of a small group influence the behavior of other members by setting up and enforcing norms for proper behavior.
    7. The behavior of people in crowds differs from their behavior in institutions.
2. Those reviewed from units one to three:
    1. All institutions in a society are interrelated; because of these interrelationships, a change in one institution is likely to affect others.
    2. Socialization takes place through a number of social agencies.
    3. Social sanctions, both formal and informal, are used in the process of socialization and later to maintain social control; however, social control is also furthered by internalized values which result from socialization.

KEY CONCEPTS

1. Institution
2. Bureaucracy
3. Informal structure
4. Formal structure
5. Crowd

SKILLS

1. Sets up hypotheses and tests against data.
2. Sets up simple experiments to test hypotheses.
3. Interprets tables and charts.
4. Increases the accuracy of his observations through the use of questionnaires.
5. Uses effective interview techniques.

ATTITUDES

1. Is curious about social data and wishes to read and study further in the social sciences. (To be developed by the unit as a whole.)

DIFFICULTY LEVELS OF SELECTED READINGS

Unit IV: Man's Behavior in Groups and Crowds

Introduction p. 1	Difficult
Reading 2	"What Should Children Learn at School?" - medium to difficult
Reading 3	"Why Education is So Important Today" - medium
Reading 4	"The Education of An Indian Boy" - easy but lengthy
Reading 5	"Textbooks in East Germany" - medium
Reading 6	"Planning a School System" - medium
Reading 7	"Educating Children Long Ago" - difficult
Reading 8	"One Room School House" - easy
Reading 9	"My First Experience in Teaching" - medium
Reading 10	"The Case of Fred Jones' Foot" - easy
Reading 11	"Pigs is Pigs" - medium
Reading 12	"We Don't Do Things That Way" - easy
Reading 13	" Shut Out"- medium but lengthy
Reading 14	"Case Study of a School Rebellion"
Reading 15	"Jane Starts a Rumor" - easy
Reading 16	"Crowds, Mobs and Riots" - medium
Reading 17	"Zoot Suiters Riot" - medium
Reading 18	"Vigilante Justice" - medium
Reading 19	"Race Riot: Chicago" - medium to difficult

PERIODICAL LIST FOR UNIT IV

"Campus Mood, Spring '68", by Ernest Dunbar, Look, April 2, 1968.

"Do Students Have Civil Rights?" by Raymond Squires, PTA Magazine, September, 1968.

"New Era in Industry: It's O.K. to Cry in the Office", by John Poppy, Look, July 9, 1968.

"Our Cities", Look, June 11, 1968. (Entire issue devoted to city problems including schools, crime, riots, black problems, etc.)

"The Military's New Dilemma: Protest in the Ranks", Christopher S. Wren, Look, October 15, 1968

"The Right of the Individual vs. the Right of the Group", by Hugh Sidey, Life, May 9, 1969.

"The War for City Schools", by Ira Mothner, Look, May 13, 1969.

"The WASPS: 1968", Look, July 23, 1968.

"Vanguard of the Campus Revolt", by Ernest Dunbar (SDS), Look, October 1, 1968.

"Visiting Day 2001 A.D.", George B. Leonard, Look, October 1, 1968. (School in the year 2000)

"Why Adolescents Drink and Use Drugs", by Wm. G. Hollister, PTA Magazine, March, 1969.

"Why San Francisco State Blew Up", by Leo Litwak, Look, May 27, 1969.

UNIT FOUR - STUDENT BIBLIOGRAPHY

Bloomington Schools, Administrative Regulations (a loose-leaf set.)

Bloomington Schools, Teachers' Handbook, (each secondary school has its own)

Borklund, C. W., Men of the Pentagon, Chapter one, 353.6

Burdick, Eugene L., and Lederer, William J., The Ugly American (Fiction)

Leinwand, Gerald, Civil Rights and Civil Liberties, Washington Square Press Inc., New York

Paradis, Adraina A., Business in Action, 338.973

Terrell, John Upton, The United States Department of Agriculture, 353.81

Compiled by Louise Boedeker - FICTION

Allison, The Kid Who Batted 1,000

Bell, Margaret E., Ride Out the Storm

Brier, Howard, Blackboard Magic

Brier, Howard, Phantom Backfield

Coleman, Hila, Classmates by Request

DeLeeuw, Adele, The Barred Road

Emery, Anne, Donny Gordon, Freshman

Emery, Anne, Donny Gordon, Sophomore

Felson, Henry Gregor, Bertie Comes Through

Felsen, Henry, Crash Club

Flood, Richard, Pass That Puck

Frick, C. H., Comeback Guy

Gollomb, Joseph, Up At City High

Gray, E. J., Jane Hope

Hall, Zachery, Kep

Harkins, Philip, Lightening on Ice

Harkins, Philip, Young Skin Diver

Jackson, C. Paul, *Bud Baker--T Quarterback*

Jackson, C. Paul, *Bud Baker--Racing Swimmer*

Jackson, C. Paul, *Tournament Forward*

Lovelace, Maud Hart, *Betsey Was a Junior*

Lovelace, Maud Hart, *Heavens to Betsy*

Means, Florence Crannell, *Shuttered Windows*

Nickerson, Jan, *New Boy in Town*

Nielson, Jean, *Libbey-Come-Lately*

Ries, Tere, *Angel Grows Up*

Robinson, M. L., *Bright Island*

Sterling, D., *Mary Jane*

Stolz, Mary, *Because of Madeline*

Stolz, Mary, *Good-bye My Shadow*

Summers, James, *The Amazing Mr. Tenterhook*

Summers, James, *Gift House*

Summers, James, *Muscle Boy*

Swanson, Arlen Collyer, *New Girl at Winston High*

Tunis, John R., *All-American*

Tunis, John R., *Highpockets*

TEACHER'S BIBLIOGRAPHY FOR UNIT IV

Broom, Leonard, and Selznick, Philip, *Sociology*, New York: Harper, 1963.

Coleman, James, *The Adolescent Society*, New York: The Free Press of Glencoe, 1961.

Orwell, George, *Such, Such Were the Joys*, New York: Harcourt, Brace, and Co., 1953.

QUESTIONNAIRE ON NORMS

The following questionnaire may prove useful in discussing the concept of norms in regard to behavior in groups and crowds, Unit IV. Use only that which you may find useful.

CONCEPT OF CULTURAL NORMS QUESTIONNAIRE

I. GENERAL ETIQUETTE

1. Consideration is the first law of etiquette. T F
2. Never break a rule of etiquette even if it means offending someone. T F
3. Offer to do something for others only if you are sure it will be graciously received. T F
4. Because you are a girl, you can expect and accept obvious courtesies and paid-for services. T F
5. Disregard compliments. T F
6. Answer a compliment with a compliment. T F
7. If you borrow a book, underscore the best-written passages. T F
8. If you are reading and a friend joins you, it's permissible to continue leafing through your book or magazine. T F
9. Answer a compliment with a simple "thank you." T F
10. Allow older people to precede you into a room, elevator or bus, whether you know them or not. T F
11. Ask before you borrow things, even from other members of your own family. T F
12. If you want to bring a friend home for dinner, call your mother first and ask permission. T F
13. Don't chew gum in public. T F
14. If you see friends ahead of you in a ticket line at a theater, it's all right to join them. T F
15. If you're tired, it's all right to keep your seat on a bus even if older women are standing. T F
16. If you lose or break an item you've borrowed, try to replace it quickly with an item that's as much like the old as possible. T F
17. It's all right to refuse a chronic borrower. T F
18. When an elderly gentleman or lady drops something, you should pick it up. T F

II. YOU THE GUEST

1. If you are invited for a weekend and you're having fun, by all means stay on. T F
2. Within three days, write or phone your thanks, depending on how you were invited. T F

3. Etiquette demands that you bring your weekend hostess a gift. T F

4. Plan to borrow from your hostess so that you may limit your luggage. T F

5. A guest must always conform to the family routine. T F

6. If you are a guest and there is a lull in the planned activity, you may go off by yourself and read a book. T F

7. No matter how much the food or arrangements of your hostess may upset you, you must appear content. T F

8. If your hostess has no maid, don't embarrass her by offering to help her. T F

9. If your hostess has fixed dislikes (such as smoking) you may ignore them because you are a guest. T F

10. Seek your hostess before you chat with other guests. T F

11. When attending a social function, it is considered fashionable to arrive an hour late. T F

12. Linger at the door in order to tell your hostess what a nice time you had so she'll know you really enjoyed yourself. T F

13. Remove your wraps before you join the other guests. T F

14. You may attend a tea, but it is not necessary to accept refreshment. T F

15. An hour is usually a long enough time to stay at a formal tea, reception, or open house. T F

16. Always wear a hat and gloves to a formal tea. T F

17. At a formal tea, you must remain standing. T F

18. Say goodbye to the other guests before you say goodbye to the hostess. T F

19. If you are dressed informally at a dressy party, you should go home and change. T F

20. If you make a long distance phone call while you are a guest, the hostess should pay for it. T F

21. At a party, make a few new friends. T F

22. Unless there is a maid, a houseguest should make her own bed. T F

23. If you don't know how to eat a certain food, watch your hostess and follow her example. T F

24. Guests never start eating until the hostess begins. T F

III. YOU THE HOSTESS

1. Show a guest that you appreciate his talent by insisting that he perform. T F
2. When you are a hostess, plan something for every minute so that your guest will not be left alone. T F
3. If guests drop in while you are watching a TV program, turn off the set. T F
4. It is not necessary to serve refreshments if someone just drops in without an invitation. T F
5. Try to invite an interesting conversationalist. T F
6. Don't invite more people than you have room to entertain comfortably. T F

IV. GENERAL DATING AND EVENINGS OUT

1. Wait for your date to open car and building doors for you. T F
2. When getting out of a car, swing both legs out, then slide and push up. Cover your exit by looking up at your date and smiling to distract his attention. T F
3. Unless there is an usher, your escort precedes you down a theater aisle. T F
4. During the performance, you may make comments provided that they are witty and amusing. T F
5. If you and your date are with another couple at the theater, one of the boys enters the aisle of seats first, then the two girls, then the other boy. T F
6. A woman must keep her hat on in the theater. T F
7. If you feel ill, leave a public place as quietly as possible. T F
8. Talk loudly in a public place when you are trying to attract a friend, usher or waiter. T F
9. Exhibitions of anger, ardor or hilarity are bad form in public. T F
10. Don't stare at people in a restaurant or public place unless they are celebrities. T F
11. At a prom, it's all right to "duck" the receiving line, so long as no one sees you. T F
12. It's rude to refuse to dance with a boy who cuts in. T F
13. Short white gloves are the best choice for a prom. T F

14. At a concert, applaud only after a selection is concluded, not between the movements. T F

V. DINING OUT

1. Because you are a woman, you precede your escort and the captain to the table. T F

2. A woman always checks her wraps at the time her escort checks his. T F

3. On a double date, you and the other girl sit on the same side of the table. T F

4. You don't have to be nice to the waiter because he's paid for doing his job. T F

5. An exclusive club or restaurant demands better than ordinary good manners. T F

6. Don't issue an invitation to anyone and let her pay the check. T F

7. Let your escort give your dinner order to the waiter. T F

8. If you don't know what a foreign dish is, ask the waiter. T F

9. "Table hopping" is frowned upon. T F

10. Remove your gloves when you eat. T F

11. It is permissible to put one's elbows on the table while eating. T F

12. When the soup is served in a cup, you may drink it directly from the cup. T F

13. Bring the food up to your mouth, not your head down to the plate. T F

14. When eating corn on the cob, it is correct to hold the ear of corn in one hand. T F

15. You must apologize if it is necessary to blow your nose at the table. T F

16. If your bacon is crisp, you may eat it with your fingers in public. T F

17. When taking seats in a restaurant, the woman sits out of the traffic line against the wall (facing the room). T F

18. Before you take a sip of water, milk, coffee, etc., finish completely the mouthful of food, and wipe your mouth. T F

19. Leave your knife and fork on your plate when passing for a second helping, or place them on your bread and butter plate. T F

20. So that your escort will know that you are sophisticated, order the most expensive dinner on the menu T F

21. To show consideration for your escort's pocketbook, order the lowest price dinner on the menu. T F

22. If you are dining as the guest of a family in a restaurant, and you don't know how much they want to spend, wait till a few of them order so that you will know which price range to choose. T F

23. If you are with an escort, you should not answer questions directed to you by the waiter. T F

24. When lunching with the girls, either request separate checks, or let one pay the check and the rest repay her outside. T F

25. When you have a mouthful of food that you cannot swallow (such as gristle or bone) you may quietly take it out with your fingers or napkin. T F

26. It's all right to touch up lipstick or powder at the table, but never comb your hair. T F

VI. INTRODUCTIONS

1. Introduce the younger person to the older. T F

2. Introduce the less important person to the more important. T F

3. Introduce the male to the female. T F

4. A girl never keeps her gloves during introduction. T F

5. When a girl and boy meet on a street, the girl should say "hello" first. T F

6. At a party, do try to remember the names of the people to whom you are introduced. T F

7. You may speak to another guest at a party even if you haven't been introduced. T F

8. A girl is the first to offer her hand when she is introduced to a boy. T F

9. It is not feminine for a woman to have a firm handshake. T F

10. During introductions:
Stand for a hostess you have not met
Stand for any woman over 21.
Stand for any man old enough to be your grandfather.
Stand for all clergymen
Stand for any person of importance. T F

11. Always make introductions in an elevator. T F

12. Always make introductions on the street. T F

13. Always make introductions in a public conveyance. T F

14. If you can't remember someone's name after you have been introduced, it's all right to ask. T F

VII. CONVERSATION

1. Don't apologize for inadvertent conversational blunders. T F

2. Be pleasant even to people who displease you. T F

3. When there is an awkward lull in the conversation, ask the person questions about himself and listen with interest. T F

4. At a party, you will be considered shy if you join a new group and do not interrupt the conversation. T F

5. Don't speak to people at a party unless you can remember their names. T F

6. Don't make fun of other people's loyalties by telling jokes in dialect or about religions.

7. When referring to a racial or religious group, it's all right to use a slang term.

8. It's all right to say "hello" to a strange boy in a familiar place, (church, school, or club) but never say hello to a strange boy in a strange place. T F

9. To start a conversation, it's all right to refer to the weather or your surroundings. T F

VIII. INVITATIONS, CORRESPONDENCE

1. You will be considered forward if you issue an invitation to a boy by phone instead of by mail. T F

2. Before issuing an invitation to anyone, be sure he is free to accept. T F

3. A written invitation must be answered even if there is no RSVP on it. T F

4. Whether or not an invitation to a formal party is extended by mail or phone, a written reply is the only correct response. T F

5. In a social letter, never sign your name "Miss." T F

6. In a business letter, never sign your name "Miss." T F

7. You must write a thank you note to the hostess whenever your visit is overnight or longer. T F

8. If you have thanked the giver in person, you don't have to write a thank you note for a present. T F

9. A formal invitation demands a specially-worded answer. T F

IX. TELEPHONING

1. Limit your calls to 5 minutes. T F

2. Smile while you're talking - it makes your voice sound more pleasant. T F

3. When you have guests and the phone rings, you may talk as long as you want. T F

4. When telephoning, give your name first and then ask for the person to whom you wish to speak. T F

5. Don't call yourself "Miss" on a social telephone call. T F

X. SMOKING

1. A lady never smokes on the street. T F

2. A lady may smoke in the elevator. T F

3. A lady never leaves a cigarette in her mouth without holding it with one hand. T F

4. To light a cigarette, put it in your mouth and light it. T F

5. Always use an ashtray, not your plate. T F

XI. TIPPING

1. Tip the maid in a "powder room" only when she is in constant attendance. T F

2. A ten cent tip to a cab driver is never acceptable. T F

3. You must tip the beauty parlor operator. T F

4. You should tip the bell-boy for bringing newspapers, telegrams and so on to your room. T F

5. According to railroad law, you must pay a red cap or porter 25¢ per piece of luggage. T F

6. At a counter you must leave at least a 10¢ tip. T F

7. Tip a waiter or waitress 15 percent of the check. T F

AUDIO-VISUAL AIDS

Unit IV

IMC Films

F3029 Everyone Helps in a Community - P (13 min. color)
The central concepts are two: the interdependence of people in a community, and the benefits of a division of labor. The film emphasizes that in a modern community each person specializes in what he can do best. Simple economics are introduced through the payment for goods and services.

F4050 The Twisted Cross - J-S (55 min. 2 reels, schedule for use 2 days-b/w)
The rise and fall of a dictator is seen in this story of Adolf Hitler and the Nazi movement, as recreated almost entirely through captured German film.

F8051 A Short Vision - J-S (6 min. color)
Powerful portrayal of the effects of a bomb exploded over a sleeping city, destroying all life -- the peaceful sleepers, the apprehensive wakeful, even the animals of field and forest. Unique visuals.

Film list compiled by Louise Boedeker (not available in district)

The Eyes of the Beholder (25 min.) University of Minnesota: $4.50

Fidelity of Report (10 min.) University of Minnesota: $1.75 -

Right or Wrong (10 min.) University of Minnesota: $1.75

The Snob (13 min.) University of Minnesota: $2.25

Vandalism: Crime or Prank? (10 min.) University of Minnesota: $1.75

What about Prejudice? (12 min.) University of Minnesota: $1.75

You Can't Run Away (30 min.) University of Minnesota: $4.50

Burden of Truth (67 min.)

The Challenge (28 1/2 min.)

A City Decides (27 1/2 min.)

The Constitution and Military Power, University of Indiana (30 min.)
University of Minnesota: $5.25

Ghandi (26 min.) University of Minnesota: $4.50

The Golden Door (12 min.) University of Minnesota: $4.50

The High Wall (32 min.) University of Minnesota: $6.00

Indians of the Plains: Life in the Past (10 min.) University of Minnesota: $3.00

Indians of the Plains: Present-Day Life (10 min.) University of Minnesota: $3.00

The Living City (24 min.) University of Minnesota: $3.75

The New Girl (30 1/2 min.)

Walk in My Shoes (54 min.) University of Minnesota: $9.75

Wanted: A Place to Live (15 min.)

IMC Kits

K4007 Seeing Ourselves (4 weeks) 15 books

K9162 Management - J-S (4 weeks)
Build yourself an executive empire. Learn about competition, bankruptcy and other business dealings.

K9052 Great Decisions - 1968 - S (Use 3 weeks)
This contains a classroom set of "Great Decisions, 1968" published by the Foreign Policy Association. The materials present eight major world problems regarding which basic policy decisions must be made this year. Topics include: The Middle East; Brazil; Upheaval in Communist China; Britain after Empire; The Other War in Vietnam The Two Germanies; Dollars, Trade and Aid; and American Power and Foreign Policy.

IMC Tapes

T1481 Lesson 22 - The Power of Persuasion
A heated discussion illustrates to the listener the various techniques that people use to influence the thinking of others. Practice is given in identifying the use of testimonial, bandwagon, glittering generalities, transfer, plain folks, and name calling.

See tape on protest music - Unit V.

IMC Transparency Packets

TP2038 Home Management - Outside Influences (J-S)
TP2039 Evaluating Advertising (J-S)
TP2040 The Role of Habits in Management (J-S)
TP2041 Management in Relation to Values and Goals (J-S)

POSSIBLE CORRELATION OF HISTORICAL CONCEPTS FOR UNIT IV

While discussing institutions, one could include the establishment of the first government under the Articles of Confederation and a study of the Constitution.

UNIT IV - Possible Resource People

1. Minnesota Psychological Association
   814 W. Lake
   Phone: 827-4609

UNIT V

MINORITY GROUP PROBLEMS

UNIT V MINORITY GROUP PROBLEMS (Intergroup Relations)

OBJECTIVES

After completing the prescribed course of study for this unit, the student will be introduced to and begin making progress toward the following concepts, generalizations, skills, and attitudes.

GENERALIZATIONS

I. Those taught for the first time in this unit:

1. Differential treatment of individuals because they are members of a particular group presents a problem for our society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination on society as a whole and on individual members of the society.
2. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.
3. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.
4. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.
5. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.
6. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people (e.g. parents) or when people are frustrated by events beyond their control or the control of people they know, the aggression may be turned against others who become scapegoats.
7. Authoritarian personalities tend to be conformist, to use stereotyped thinking, and to project their own traits which they consider desirable onto other people; many prejudiced people are authoritarian personalities.
8. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.
9. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.
10. Some members of minority groups have exhibited hatred of their own group; they have learned (been socialized) to accept the majority group's perceptions of their own minority group.

11. Frustration and/or self-hatred or self-doubts may lead to apathy.
12. People do not work actively in voluntary organizations unless they have a sense of group pride, of positive identification with the group.
13. The development of group pride, positive identification with one's group, is essential to determined efforts to achieve an end to discrimination.
14. The unequal distribution of power reflects the fact of political organization; individuals join into aggregates (parties, interest groups, etc.) to increase their political power by joining it with others.
15. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.
16. Changes in a caste system result from a combination of economic and ideological factors.
17. The exercise of freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.
18. Any decision is in part a product of the internalized values and perceptions of the person making a decision.
19. Because discrimination precedes prejudice (historically and in most individual cases) it is not necessary to destroy prejudice first in order to bring about an end of most kinds of prejudice-producing discrimination.
20. The people of the world are interdependent.
21. Other things being equal, prices fall if supply exceeds demand at a given price.

2. Those reviewed from earlier units:

   1. Human beings are members of the same species; they are far more alike physically than they are different.
   2. Separation of human beings into races is done on a physical basis, this separation tends to emphasize the differences and de-emphasize the similarities among humans.
   3. Much of man's behavior is acquired through a process called socialization (building group values into individual).
   4. Through the process of socialization individuals become members of a group by learning role expectations.
   5. Social sanctions, both formal and informal, are used in the process of socialization and later to maintain social control.
   6. Family functions vary somewhat, but families everywhere fulfill a few basic and significant functions.
   7. Each type of family structure imposes a different role relationship and has unique consequences.
   8. Institutions are interrelated; a change in one is likely to affect others.
   9. The behavior of people in crowds differs from their behavior in institutions.

CONCEPTS

Reviewed from earlier units:

1. Race
2. Nationality
3. Culture
4. Norms and values
5. Learned behavior
6. Socialization
7. Role
8. Self
9. Social control and social sanctions
10. Crowd behavior
11. Domination-submission
12. Status
13. Identification
14. Voluntary organization or social movement

New in this unit:

1. Prejudice
2. Discrimination
3. Frustration
4. Agression
5. Authoritarian personality
6. Scapegoating
7. Stereotype
8. Racism
9. Rationalization
10. Culture conflict
11. Power conflict
12. Group self-hatred
13. Apathy

SKILLS

Attacks Problems in a Rational Manner.

1. Sets up hypotheses and works out means of testing them.
2. Defines terms in order to avoid confusion.

Locates Information

1. Uses Readers' Guide to Periodical Literature to locate information.

Gathers Information

1. Reads material for a specific purpose, to answer questions.
2. Adjusts rate of reading to type of material and purpose.
3. Listens for main ideas and supporting details.
4. Interprets and draws conclusions from tables and charts.
   a. Studies title and headings.
   b. Notes relationships.
5. Is able to empathize with others whether he sympathizes with them or not.

Evaluates Information and Sources of Information

1. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
   - a. Checks on the representativeness of sample.
   - b. Tries to think of other causative factors.
2. Evaluates sources for bias and competency of authors.
3. Evaluates usefulness of fiction and biography for social science.
4. Identifies basic assumptions and values.
5. Recognizes inconsistencies.
6. Compares sources of information.

Organizes and Analyzes Data and Draws Conclusions

1. Classifies data.
2. Applies previously-learned concepts and generalizations to new data.
3. Uses simple statistical devices for analyzing data.
4. Generalizes from data.
5. Considers possible consequences of alternative courses of action.

Works Effectively with Others

1. Works actively, responsibly and cooperatively in committee work.
2. Presents effective group reports.

ATTITUDES

1. Values the role of the scientific method and rational thought as applied to social problem situations.
2. Is curious about social data.
3. Values objectivity but recognizes the proper role of values in the process of making decisions about problems demanding action.
4. Respects evidence even when it contradicts prejudices and preconceptions.
5. Is sceptical of conventional truths and demands that widely-held and popular notions be judged in accordanee with standards of empirical validation.
6. Is committed to the free examination of social attidues and data.
7. Is sceptical of single-factor causation in the social sciences.
8. Is sceptical of panaceas.
9. Has a sense of responsibility for keeping informed about current problems.

10. Has a sense of responsibility for taking informed action about problems confronting the nation.
11. Accepts the role of freedom of thought and expression in bringing about peaceful change.
12. Values human dignity.
13. Is sensitive to the feelings of others.
14. Treats people as individuals, not as members of a particular group.
15. Believes that people of different interests, abilities, and backgrounds can contribute to American society.
    a. Appreciates and respects the cultural contributions of other cultures and races.
16. Desires to protect the rights of minorities.
17. Believes in equality of opportunity for all.
18. Evaluates proposals on the basis of their effects upon individuals as human beings.
19. Believes in the possibilities of improving social conditions.

DIFFICULTY LEVELS OF READINGS
and copyrighted material needed

Unit V: Minority Group Problems

Exercise 2 and 3:

1. Find poll done by Newsweek and Louis Harris and Associates in 1963 of 1,257 Negroes representing 19 million Negroes on how they felt about the Negro Revolution.
2. Find results of similar pole in Newsweek, July 29, 1963.
3. Brink, William and Harris, Louis, The Negro Revolution in America.
4. Miller, Herman P., Rich Man, Poor Man, (New York: New American Library, Signet Books, 1964).

Exercise 6: medium (needed is Newsweek, October 21, 1963)

Exercise 8: Part A and B - easy (needed is: Wright, Richard, Black Boy)

Exercises 9 and 12:

Needed is:
Saturday Evening Post, September 7, 1963
Saturday Evening Post, April 10, 1965
Silberman, Charles E., Crisis in Black and White, Random House, 1964
Clark, Kenneth B., Prejudice and Your Child, Boston: Beacon Press, 1955

Exercise 10: need Newsweek, October 21, 1963 (same as exercise 6)

Exercise 11: medium

Exercise 13: medium

Exercise 14: medium to difficult

Exercise 15: "Slavery--Good or Evil?" - difficult

Exercise 16: "After Freedom" - medium to difficult

Exercise 17: "Forty Years After Slavery" - difficult

Exercise 18 "Chicago Riot" - (needed The Negro in Chicago, pp. 596-98)

Exercise 19 "Negro Reactions to Discrimination" - (needed is Newsweek, August 3, 1964, p. 16)

Exercise 20 "Protesting Discrimination" - (needed is New York Times Magazine, September 24, 1961; Time, September 6, 1963; The Negro Revolt, Louis Lomax.)

Exercise 21: "Since 1940" - medium to difficult

Exercise 22: "What are the Goals of the Protest Movement?" - medium

Exercise 23: "Court Decisions and Laws to Fight Discrimination" - difficult

Exercise 24: "Do Contacts Between Whites and Negroes Help End Prejudice?" Readings included are medium.

Exercise 25: "Preparation for Equal Opportunity" - medium to difficult

Exercise 26: "Progress in Race Relations" - medium to difficult

UNIT FIVE - STUDENT BIBLIOGRAPHY

Achebe, Chinua, Things Fall Apart: The Story of a Strong Man (Fracturing effects of first Nigerian contacts with the West.)

Baba of Karo, Baba of Karo, easy (Description of Hausa culture of Nigeria before and after Europeans.)

Cooke, David C., several books on Indian warriors and their conflict with the white man from Indian point of view (in 970.1's)

Cooke, David C., Apache Warrior, 921 Co

Daniels, Walter, American Indians, 970.1 (Government relations)

Gregory, Dick, From the Back of the Bus, Avon paperback, 60¢

Joseph, Stephen M., The Me Nobody Knows, Avon paperback

Kozal, J., Death at an Early Age, Houghton Mifflin

Van Every, Dale, Disinherited: The Lost Birthright of the American Indian, 970.5

Wellman, Paul I., Indian Wars and Warriors: East, 970.6

Wellman, Paul I., Indian Wars and Warriors: West, 970.6

Willoyd, William, Warriors of the Rainbow, Naturegraph of California, 398.3

--References for individual reports or small group reports. Compiled by Louise Boedeker

Buckmaster, Henrietta, Flight to Freedom, the Story of the Underground Railroad Crowell, 1958

Cavanah, Frances, We Came to America, Macrae Smith, 1954. (First hand accounts by immigrants.)

Elliott, Lawrence, "Beyond Fame or Fortune," a book condensation in Reader's Digest, May, 1965, pp. 259 ff. (The Life of George Washington Carver, 1862-1943).

Holt, Rackham, George Washington Carver, Doubleday, 1943.

Hughes, Langston and Milton Meltner, A Pictorial History of the Negro in America, Crown, 1956.

Irwin, Leonard B., Minorities in the United States, (Oxford Booklet) Oxford Book Co.

Kennedy, John F., A Nation of Immigrants, Harper and Row, 1964.

LaFarge, Oliver. As Long as the Grass Shall Grow, Alliance Book Corporation, 1940. (Out of print but may still be in libraries. On discrimination against American Indians.)

Maisel, Albert Q, They All Chose America, Thomas Nelson and Sons, 1957. (On immigrants from various countries.)

Senior, Clarence, The Puerto Ricans, Strangers and Then Neighbors, (paperback) Quadrangle Books, 1965.

Shippen, Katherin B., Passage to America, Harper, 1958. (On different immigrant groups.)

Washington, Booker T., Up from Slavery, (Many editions.)

Articles

"Warpaint for the Senator's Wife," Look, April 4, 1967, pp. 24-29. (Indians of Oklahoma today.)

"900,000 Puerto Ricans in U. S.--Their Problems and Progress," U. S. News and World Report, December 7, 1959, pp. 91-95.

Howland, Sam, "The Indian and the Great Society," Minneapolis Tribune, July 6-20, 1966.

"Why No Integration for the American Indian," U. S. News and World Report, September 2, 1963, pp. 62-66.

--Books recommended for wide reading program in minority relations unit. Books preceded by a * are recommended very highly. Compiled by Louise Boedeker.

Ball, Zachary, Joe Panther, Holiday, 1950.

Banton, Catherine, Hold Fast to Your Dreams, Messner, 1955.

Bell, Margaret E., The Totem Casts a Shadow, Morrow, 1949.

Bontemps, Arna W., Chariot in the Sky, Winston, 1951.

Bontemps, Arna W., 100 Years of Negro Freedom, Dodd, 1961.

Butters, Dorothy G., Masquerade, Macrae Smith, 1961.

Chandler, R. F., Ladder to the Sky, Abelard-Schuman, 1959.

Christove, Stoyan, This is My Country, Lippincott, 1938.

Dahl, Borghild, The Homecoming, Dutton, 1953.

DeAngeli, M., Bright April, Doubleday, 1946.

*Decker, Duane, Hit and Run, Morrow, 1949.

*DeLeeuw, Adele, *The Barred Road*, Macmillan, 1954.

Douglas, Gilbert, *Hard to Tackle*, Crowell, 1956.

Faulkner, Nancy, *The West Is on Your Left Hand*, Doubleday, 1953.

Frick, C. H., *Tourney Team*, Harcourt, 1954.

*Friedman, Frieda, *A Sundae with Judy*, Morrow, 1949.

Gibson, Fred, *Trail Driving Rooster*, Harper, 1955.

Graham, Lovens, *Northtown*, Follet, 1958.

Graham, Lovens, *Southtown*, Follet, 1958.

Graham, Shirley, *Doctor George Washington Carver, Scientist*, Messner, 1944.

*Graham, Shirley, *The Story of Phyllis Wheatly*, Messner, 1949.

Graham, Shirley, *There Was Once a Slave, the Heroic Story of Frederick Douglass*, Messner, 1947.

Harkins, Philip, *Knockout*, Holiday, 1950.

Hughes, Langston, *Famous Negro Heroes of America*, Dodd, 1958.

Hull, Eleanor, *Paul*, Friendship Press, 1953.

Jackson, Jessee, *Anchor Man*, Harper, 1947.

*Jackson, Jessee, *Call Me Charley*, Harper, 1945.

Jacobs, Emma A., *A Chance to Belong*, Holt, 1953.

Judson, Clara I., *City Neighbor, the Story of Jane Addams*, Scribner, 1951.

Knight, Ruth A., *It Might be You*, Doubleday, 1949.

Engelmass, J. A., *Ralph J. Bunche, Fighter for Peace*, Messner, 1952.

Kytle, Elizabeth, *Willie Mae*, Knopf, 1958.

Marshall, C., *Julie's Heritage*, Longman's, 1957.

Martin, Ralph G., *Boy from Nebraska, the Story of Dan Muroki*, Harper, 1946.

Means, Florence C., *Alicia*, Houghton, 1953.

Means, Florence C., *Great Day in the Morning*, Houghton, 1946.

Means, Florence C., *Reach for a Star*, Houghton, 1957.

Means, Florence C., *Shuttered Windows*, Houghton, 1938.

Means, Florence C., *The Moved Outers*, Houghton, 1945.

*Newell, Hope, *A Cap for Mary Ellis*, Harper, 1953.

Olson, Gene, *The Tall One*, Dodd, 1956.

Parrish, Anne, *A Clouded Star*, Harper, 1948.

Peck, Anne M., *Jo Ann of the Border Country*, Dodd, 1952.

Petry, Ann, *Harriet Tubman*, Crowell, 1955.

Porter, Ella W., *Footprints on the Sand*, Macmillan, 1949.

Rowder, Bill, *Jackie Robinson*, Barnes, 1950.

Sattle, Helen R., *Shadow Across the Campus*, Dodd, 1957.

Shapiro, Milton, *The Roy Campanella Story*, Messner, 1958.

Shapiro, Milton, *Jackie Robinson of the Brooklyn Dodgers*, Messner, 1957.

Shapiro, Milton, *The Willie Mays Story*, Messner, 1960.

Shippen, Katherine, *Passage to America*, Harper, 1950.

*Sterling, Dorothy, *Mary Jane*, Doubleday, 1959.

Sterne, Emma G., *Mary McLeod Bethune*, Knopf, 1957.

*Tunis, John R., *All-American*, Harcourt, 1943.

Tunis, John R., *Keystone Kids*, Harcourt, 1943.

*Washington, B. T., *Up from Slavery*

*Whitney, P. A., *Willow Hill*, McKay, 1947

*Yates, Elizabeth, *Hue and Cry*, Coward-McCann, 1953.

Young, Scott, *Boy on Defense*, Little, 1953.

TEACHER'S BIBLIOGRAPHY FOR UNIT V

Allport, *ABC's of Scapegoating*, Anti-Defamation League (pamphlet).

Brink, William, and Harris, Louis, *The Negro Revolution in America*, Simon and Schuster, 1964.

Glazer, Nathan, and Moynihan, Daniel P., *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*, Massachusetts Institute of Technology Press, 1963.

Goodman, Mary Ellen, *How Children Learn about Race*, Anti-Defamation League (pamphlet).

Hansberry, Lorraine, *The Movement, Documentary of a Struggle for Equality*, Simon and Schuster, 1964 (illustrated pamphlet).

McCutcheon, Samuel P., and Fersh, George, *Goals of Democracy*.

Raab, Earl, and Selznick, Gertrude, *Major Social Problems*, Row, Peterson, 1961.

Riddle, Donald H., ed., *American Society in Action, Readings for the Problems and Promise of American Democracy* (Eggleston Institute Book), Webster Division of McGraw-Hill, 1955.

Wade, Edmund, ed., *The Negro in American Life*, Houghton Mifflin, 1965, (booklet).

Woodward, C. Vann, *The Strange Career of Jim Crow*, (recommended for every teacher as background to Negro Revolution.)

ROLE PLAYING DISCUSSION QUESTIONS (Study Sheet)

Unit V: Intergroup Relations
Concepts: Discrimination, Frustration, Racism, Prejudice

THE YOUNGERS BUY A HOUSE

by Lorraine Hansberry

1. When Mrs. Younger returns home and announces she has just purchased a new home, how does her family react?

2. Ruth states that she isn't afraid of "crackers" but ... "Wasn't there no other house no where?" Why does she feel this way? Isn't she anxious to improve her surroundings?

3. Notice Mama's speech which begins ... "I just saw my family falling apart today ..." Describe the problems which you think she is faced with. What are some of the things which she is looking forward to in her new surroundings?

4. What is meant by the word "crackers" as Ruth uses it? Why does she select this term? Do you have any terms in your vocabulary comparable to it?

5. Notice the reactions of the various characters to organized civil rights movements. Do you think any of these characters would be active in these groups?

6. Describe Mr. Lindner's mission as head of the "Clybourne Park Welcoming Committee." What arguements does Mr. Lindner use to discourage the Youngers' from moving into this neighborhood?

7. Does Mr. Lindner believe his own argument? Find examples. What conflicting values is he trying to rationalize?

8. Are special interest groups such as "The Clybourne Park Welcoming Committee a reality?

9. How do the Youngers react to Mr. Lindner? Would you have reacted the same way?

10. Do you think the Youngers will move to Clybourne Park? How will their life change in their new surroundings? Will they have any effect on the new neighborhood?

Play taken from AEP Unit Books Harvard Social Studies Project "Negro Views of America"

ROLE PLAYING DISCUSSION QUESTIONS (Study Sheet)

Unit V: Intergroup Relations
Concepts: Prejudice, discrimination, agression, socialization, role, status.

WILLIAM AND ELLEN CRAFT

1. There are probably many slaves on the plantation on which this particular play takes place, but the feelings between the plantation mistress and Ellen are particularily tense. Why?

2. How is the mistress going to resolve this problem? Why is she able to do this?

3. Do you think the mistress is taking out her aggressions or anger on the most appropriate source?

4. Ellen has apparently been on the plantation since her birth but now she is about to be sold by the plantation mistress. Who has been responsible for saving her from this fate at an earlier period in her life? How do you suppose Ellen feels about this person?

5. What role does Ellen forsee for herself if she does not escape immediately? Is she willing to accept this role? Would you say she was well socialized in her role as a slave?

6. What regard is being given to Jim and Ellen's marriage if she is sold? What legal action can Jim take to protect his wife? Comment on the stability of the slave family structure.

7. When Ellen's first escape route is suddenly cut off an alternative is decided upon. What makes this alternative possible? Is Ellen pleased to be "blessed" with this condition? Would you be?

8. The "white folks" worked pretty hard to find out about the "underground." Why were they so worried about this type of organization?

9. Ellen has been a slave all of her life. How does she react when she has to play the role of a white man? Would you say she was well socialized in her role as a slave?

10. This play has very few directions or descriptions; therefore it is up to you to picture the scenes and people for yourself. Describe what you think each character looked like and tell why.

WILLIAM AND ELLEN CRAFT

Characters:
William Craft
Ellen Craft
Aunt Mandy
Sam

Time: Before the Civil War
Place: On the upper Mississippi

A log cabin with a window and door at rear. A fireplace at right with sweet potatoes baking in the ashes. At center a table. At left a sheet drawn across the room to screen the bed. A box of wood beside the fireplace. Two chairs near the table. On the back of one chair an old black coat with a needle in it. Near the window a bench on which are a bucket of water and a gourd. ELLEN is looking out of the window at the setting sun. Seeming to be in deep thought she begins to pick up articles of clothing and ties them in a bundle. Hearing a knock at the door she throws the bundle behind the curtain and taking the coat begins to sew.

ELLEN: Who's there?

MANDY: (entering) It's me. Mandy. Weren't you expecting me?

ELLEN: Of course, but I'm so nervous and fidgety.

MANDY: And scared too, I bet. You'd better be because--

ELLEN: Because what?

MANDY: Because I have bad news for you.

ELLEN: Bad news? What do you mean?

MANDY: The Mistress found out about the underground railroad, and now none of you can get away. They are watching your hiding places like hawks.

(ELLEN drops her sewing and puts her hands to her face moaning.)

MANDY: (Picks up sewing and starts to darn.) I'll finish this coat for you, dear. I suppose you thought William was going to wear it tonight, didn't you?

ELLEN: (Brokenly) Yes. But, Aunt Mandy, do they know about our last secret hiding place in the woods where Captain Smith meets the slaves and takes them to the boat?

MANDY: Yes, honey, they know all about everything. You sure can't go now because they'll catch you.

ELLEN: But I've got to go! I've got to!

MANDY: (Exasperated) No you can't. How could you?

ELLEN: I don't know, but surely there must be some other way.

MANDY: (Soothingly) Poor child. I know it's hard, but you've got to bend to the rod. You've got to stand it.
(Looks at potatoes on hearth.)
Trouble doesn't last forever. Everything passes sometime. Come on, let's eat one of these potatoes; I'll peel you one.

ELLEN: (Shaking her head) You go ahead and eat. I'd choke. Those traders will be here at dawn and you know they plan to take me down the river!

MANDY: (Peeling and eating potato.) I'll finish this coat for you. Now child, be sensible; life's mighty sweet even if there is some bitterness.

ELLEN: (Agitatedly) Oh, you don't know what they plan to make out of me, do you?

MANDY: (Soothingly) Yes, I know. Your pretty white face is your curse. You're the spitting image of your daddy, old Master Charles.

ELLEN: I hate him! I hate him!

MANDY: Don't say that. He was good to you while he was alive. Now the Mistress is taking her revenge out on you by sending you down the river.

ELLEN: I hate her for it. I'd rather stay here and work like a dog in the field than go down the river!

MANDY: No honey, your hands are too white for field work. They make ladies out of people like you.

ELLEN: (Sarcastically) Lady. Ish!

MANDY: If you were black and ugly, you would sure get along a lot better. Those white devils!

ELLEN: (Goes up to Mandy supplicatingly) Don't you see that I've just got to get away tonight?

MANDY: (Shaking her head) Poor child, you're just plain scared, but we're all in the hands of the good Lord.
(As she speaks a sound is heard at the door. WILLIAM enters hurridly. ELLEN flies to him and flings herself into his arms crying.)

ELLEN: Oh, William. Aunt Mandy says you can't go tonight.

WILLIAM: (Excitedly) What did you say?

MANDY: The white folks have found out all about the underground.

WILLIAM: Who told them?

MANDY: They caught Jack and Sophie last night and whipped them until they told all about the secret plans and meeting places. Liza's boy Bill overheard them from the kitchen while they were talking in the dining room. They said there weren't going to be any more darn niggers running away soon. They said they'd shoot any nigger full of buckshot that set foot near the river bottom.

WILLIAM: (Putting his hand up to his face thoughtfully, then sinks weakly into a chair and puts both hands up to his face. ELLEN drags over to the fireplace and cries hopelessly. There is a tense stillness in the cabin for some minutes, them WILLIAM jumps to his feet snapping his finger.)

ELLEN: (Rushing over to him eagerly) What, William, what?

WILLIAM: (Walking up and down excitedly.) If I can get the things I need, we can do it. I bet my life on it.

MANDY: What tomfoolry are you planning, William? I told you that the white folks are suspicious and all the patrols are out tonight. You can't get away.

WILLIAM: You don't understand, Aunt Mandy. I have to get Ellen away from here tonight or die trying.

ELLEN: You're right, William. I'd rather be dead than stay here until morning, and....

WILLIAM: (Still moving nervously about) If I can just get some things I need we can steal across the corn fields and catch the north bound when she stops at the flag station. I did it many times with young Master Charles when we used to go up to Philadelphia. (Stops dead still)
But I have to get a suit of Master's clothes.

MANDY: Land sakes. What do you plan to do with them?

WILLIAM: (Speaking excitedly) You see, if I could get a suit of Master's clothes, I could dress Ellen up like a white man and I could go along and be her slave just like I did with young Master Charles.

MANDY: You crazy boy!

ELLEN: Oh, William, how could we do that?

WILLIAM: You see, when I used to go off to school with young Master, I looked after everything for him. That's why he taught me to read, write, and figure. I know how to travel. I can do it. I must do it, but I need to get the clothes.

ELLEN: But where?

WILLIAM: I can steal them from the big house. I know where all old Master's clothes are. I can sneak in there....

ELLEN: (Breaking in) Oh, William they might catch you!

MANDY: That's mighty dangerous.

WILLIAM: Can't help it. Ellen can't stay here until morning. No matter what happens, I won't let her!

ELLEN: (Moaning) Lord, what's to become of me?

WILLIAM: (Rising) Stay with her, Aunt Mandy. I'm going to get a suit of clothes somewhere.

MANDY: I think you're plumb crazy, William, running away like white folks, you and Ellen. If they catch you...Oh!

WILLIAM: (Moving toward the door) Don't worry! I can do it! Young Master used to say that me head was too good for a nigger and now I'm going to try it out.

ELLEN: (Moving toward door with WILLIAM solicitously) Be careful, William.

MANDY: (Standing up hesitantly, as if trying to make up her mind about something) Wait, William. I think you've gone crazy and lost your mind, but since you're going to go anyhow, I'll help you. I have a suit!

WILLIAM: (Turning back toward Mandy excitedly) A Suit! You Have?

MANDY: Yes, I have.

WILLIAM: Oh, Aunt Mandy where did you get it?

MANDY: It's in my loft. You see, old Mistress didn't want anything left around here to remind her of the terrible time when young Master died. She told me to burn up all his clothes because you know he had that contagious disease.

WILLIAM: It sure is lucky for us! You didn't burn anything at all?

MANDY: Nothing at all. After I washed and laid out young Master Charles, I took every stitch of his clothes and burned sulfur through them in my hut....

WILLIAM: (Interrupting, lowering his voice earnestly) You haven't got his tall hat, have you?

MANDY: I sure have! Even down to his walking stick.

WILLIAM: What a God send! Will - will you let Ellen wear them?

MANDY: Sure she can. Since you two are going to be fools, I can at least do this much to help.

WILLIAM: (Pulling AUNT MANDY up from chair) Hurry Aunt Mandy! You go get them and we can catch that Northbound at the crossing in no time.

ELLEN: (Moving over to WILLIAM) I'm scared, William, so scared.

WILLIAM: Oh, buck up. You don't want to be here in the morning when the slave traders come , do you?

ELLEN: Oh no, William, no. I'll go...I'll go.

WILLIAM: (Urging AUNT MANDY toward the door) Do hurry, Aunt Mandy.

MANDY: (Going toward the door) I'll be right back. They're all right there in my loft.

WILLIAM: Put them in a quilt and if anybody sees you, tell them you're coming to do some quilting with Ellen.

MANDY: (Going out of the door) Don't you worry. I'm an old fox.

ELLEN: (Going up to WILLIAM trembling) Are you sure you can get us through, William?

WILLIAM: Sure honey, haven't I been on that train many times with the young Master and can't I read and write?

ELLEN: But how can I be like young Master? I'm shaking so now.

WILLIAM: (Soothing her) All you have to do is walk. You don't have to talk. You don't have to do a thing but walk along arrogantly like a white man. See? (Shows her how to walk) Try it.

ELLEN: (Tries to walk like him) This way?

WILLIAM: You're doing fine. You see, you're supposed to be sick. You've got a toothache and you're going to a doctor in Philalelphia. You're nearly deaf, and your Negro slave is taking you. Understand? Oh no....

ELLEN: What's wrong?

WILLIAM: Nothing at all. Give me your shears. I have to cut your hair. You see, you're a man now.

ELLEN: (Despairingly) Oh my hair! (She gets the scissors from the sewing basket, and brings them to him.)

WILLIAM: (Placing chair near table where the candle is lighted.) Set here. (He goes to shutter, makes sure it is tight, walks back to ELLEN, who has let down her long hair.)
I sure hate to cut your pretty hair, but....

ELLEN: (Resignedly) Anything is better than going down the river.

WILLIAM: (Takes a lock of hair to cut it when there is a sound of voices and footsteps outside of the door.)
You better get behind the curtain. Somebody might drop in.

ELLEN: Yes. (Rising) That tattle-tail Sam has a way of just walking in without warning.

WILLIAM: That would be terrible! He'd be sure to get suspicious.

ELLEN: (Halting as she raises the curtain) If he drops in what are we going to say? How do we get rid of him?

WILLIAM: Oh, I'll say that you're sick with a headache or something, and that you've gone to bed. I'll get a few horseradish leaves out of the garden and put one or two on the table to make it look natural.

ELLEN: (Entering into the spirit) Yes, and I'll put the coffee pot on some coals and you can say you're making some coffee to help me.

WILLIAM: You sure learn fast. You're real smart. I know that you're going to make this trip perfect.

ELLEN: (Beaming, moves toward the table as WILLIAM moves toward the door.)
Hurry, William.

WILLIAM: (Going out of door) All right, honey, put on the coffee.

ELLEN: (Takes some water from the bucket with the gourd, puts it in the coffee pot, puts some coffee in it, sets it on some coals at the fireplace. Goes to the window, cracks it open a little, looks anxiously down the road and sighs. After a moment there is a soft scraping at the door, then MANDY comes in with a big bundle tied up in a quilt.)
Oh, you got them!

MANDY: (Placing bundle on the floor) Sure. Where's William?

ELLEN: He's in the garden getting some horseradish so that if anybody drops in we can play that I'm sick behind the curtain there.

MANDY: That's right! I'll put these things behind the curtain too. You can never tell -- there's many a slip.

WILLIAM: (Coming in with leaves. Puts them on table; saying breathless to MANDY.) Did you get them?

MANDY: (Points) Sure! I put them behind the curtain.

WILLIAM: May the good Lord bless you, Aunt Mandy.

MANDY: That coffee smells good!

ELLEN: You drink some, Aunt Mandy, while William's cutting off my hair behind the curtain. We have to be careful now. (ELLEN goes behind the curtain.)

MANDY: You're so right! I clean forgot about your hair. William sure has a good head on him.

WILLIAM: If anybody happens to drop in, please get rid of them, Auntie. (Takes scissors and follows ELLEN behind screen.)

MANDY: Just leave it to me. I know what to do. (Pouring some coffee in a mug, tastes it.) Um-m-m, it sure is good. Both of you better swallow a mug before you start tonight. It'll buck you up.

WILLIAM: (From behind curtain) You're right, we sure will. Leave it where it'll keep hot.

ELLEN: (From behind curtain) Did you get some molasses for your coffee, Aunt Mandy?

MANDY: Yes, Child, I sweetened it.

WILLIAM: (Poking his head out from behind the curtain.) You did fine, Aunt Mandy! These things sure fit! I'll help Ellen get into the pants and then she can do the rest.

MANDY: They ought to fit for she's just the size of her half brother, Master Charles.

ELLEN: (From behind the curtain) Don't talk about that , Aunt Mandy!

WILLIAM: (Coming out and pouring himself a mug of coffee.) Well, that's done.

MANDY: Do you have enough money to get to Philadelphia?

WILLIAM: (Snapping his finger) Goodness! I just remembered I've got my money buried under a tomato bush in the garden. I'm going to dig it up.
(Drinks down his coffee)

MANDY: It's high time!

WILLIAM: (Goes to window, cracks shutter a little, peers into darkness, then closes it.)
We haven't any time to lose. Hurry, Ellen!

ELLEN: (From behind curtain) I'm almost ready!

MANDY: It sure would be too bad if you missed that train.

WILLIAM: We're almost ready to leave now.

MANDY: I hope nothing hinders you.

WILLIAM: Nothing is going to.

ELLEN: (Steps out from behind curtain dressed in a man's suit, tall silk hat, and a muffler, shrinkingly.)
Oh, I feel terrible!

MANDY: (Admiringly) You look just like Master Charles. If I hadn't laid him out, I'd have said you were him.

WILLIAM: (Standing up and looking her over critically, wrapping the scarf up around her face.)
Like this.
(He then takes a large handkerchief from the pocket of the suit and pins it to her coat and puts one arm in it, explaining.)
You see, you can't write becuase you have rheumatism, so I have to sign for everything.

MANDY: (Admiringly) You sure are smart, William.

ELLEN: (Breathlessly) Do you think we will make it, Aunt Mandy?

MANDY: I sure hope so. (Sighs)

WILLIAM: (To ELLEN) Now take a mug of coffee while I go out and dig up the money.
(As he goes out of the door, says)
Practice walking like a white man while I'm gone.

ELLEN: All right, William. (Nervously) You hurry.
(Drinks coffee and walks up and down cabin, as WILLIAM had shown her.)

MANDY: (Solicitously) Do you have everything in your valise?

ELLEN: I think I have.

MANDY: Let me see. (Gets valise from behind curtain, looks in it. Says um-m, then goes to cupboard.)
I'll put a piece of bread and some herring in it because you can't tell about those trains.
(Fixes bread and herring and puts in valise while ELLEN is stalking up and down the cabin practicing.) (Listening)
Isn't there somebody at the door?

ELLEN: It isn't William. Who's there?

MANDY: You get behind the curtain, Ellen.
(Then sets valise behind curtain quickly. Louder.)
Who's there?

VOICE: (Outside) It's me, Sam!

MANDY: (To ELLEN softly) We'd better let him in.

ELLEN: (Softly to MANDY) Yes, but get rid of him quickly.

MANDY: (Opening the door) What are you doing, running up and down the road worrying sick people?

SAM: (Coming in and looking around) Who's sick:

MANDY: Ellen. She's got a terrible headache and has gone to bed.

SAM: Where's William?

MANDY: Out in the garden.

SAM: Fine time of the night to be gardening.

WILLIAM: (Entering rather upset and overhearing Sam's last remark.) I was trying out a new secret on my tomatoes this year. Every time I get a piece of iron I bury it under them. It makes them blood red and big as your fist.

SAM: I never heard of that. I'm going to watch yours from now on.

WILLIAM: (To MANDY) How is Ellen feeling?

MANDY: I think she's about ready to drop off to sleep.

WILLIAM: Maybe we had better change the poultice on her head. (Takes up another horseradish leaf and bruises it.)

MANDY: (Softly) Give it here. I'll put it on her. Then we'd better put out the light and let her get to sleep.

SAM: (Riled) You going to put me out.

WILLIAM: No we aren't, but Ellen has to get up before sunrise to do some work for the Mistress and she has to get some sleep tonight.

SAM: (Slyly) I've been hearing rumors that the traders are coming tomorrow and there was some talk that the Mistress was sending Ellen down the river.

MANDY: Don't you pay any attention to that gossip. There isn't any such thing. The Mistress isn't thinking about sending Ellen anywhere.

SAM: (Rising slowly) Well, it isn't any of my business anyhow. (Slyly) May I have a drink of water before I go?

WILLIAM: Sure, take a gourd full. (William moves toward the gourd but SAM wheels suddenly and ducks toward the curtain, peeping behind it. ELLEN screams, then stifles it.)

WILLIAM: You mangy dog! What do you mean by doing that?

SAM: (Sneeringly) So you're going to try to get away, are you? Going to tell the Mistress goodbye? (Moves toward the door)

WILLIAM: (Excitedly) What are you going to do?

SAM: (Snarlingly) What do you think, Mr. Educated Nigger?

WILLIAM: (Rushes up to him and catches him about the throat.) So you are going to tell! Spying on us! I'll show you!

MANDY: (Jumping up, overturning her chair in excitement) What are you going to do, William?

WILLIAM: I'm going to shut his mouth. Give me a piece of rag, Mandy.

MANDY: (Hunts around the cabin, finds a piece of cloth in the sewing basket and brings it to WILLIAM.) (Looking at SAM)
Dirty pup.

WILLIAM: (Stuffs cloth in SAM'S mouth, while he presses him down into a chair with his knees. To MANDY)
Now get me Ellen's clothes line - over there in the corner.

MANDY: (Running to corner getting clothes line, bringing it to WILLIAM excitedly.)
Lord, Help us!

WILLIAM: (Tying rope around SAM'S arms with a loop knot.) (To MANDY)
Peep out first, then open the door.
(Takes SAM and drags him out of the door as ELLEN comes trembling from behind the curtain.)

ELLEN: (Crying) What will we do now, Aunt Mandy?

MANDY: (Shaking her head despondingly) Things look mighty bad, honey. I just don't know.

(For a few minutes there is a strained silence in the cabin while the two women strain their ears listening for sounds outside. ELLEN nervously moves about the room, picking up things and putting them down. AUNT MANDY picks up William's coat she has darned, shakes it.)

MANDY: (Head on one side listening outside) Wonder what William is doing to Sam?

ELLEN· (Tearfully) I don't want to know.

MANDY: He brought it on himself.

WILLIAM: (Entering disheveled and brushing his hands on his trousers, speaking hoarsely.) Come on, Ellen. Trains don't wait.

ELLEN: Oh, William! What have you done?

MANDY: (Holding William's coat for him to put on, as WILLIAM slips off his sweater. (To ELLEN) Don't worry about that now. It's too late.

WILLIAM: I'm sorry, Aunt Mandy, but I had to do what I did to cover you because he saw you here. (Just then a train whistle blew, all listen and move excitedly.) Come on Ellen. We can just make it by taking the shortcut. Walk in front of me and don't say anything to anybody. I'll do all the talking. Keep your arm in the sling. (Breathlessly) Goodbye, Aunt Mandy, goodbye.

MANDY: You aren't gone yet.

ELLEN: (Whimpering, as she hesitates at door.)

MANDY: (To ELLEN) Buck up, child. White men don't cry.

WILLIAM: (To MANDY) I hope no harm comes to you because of tonight, Aunt Mandy.

MANDY: (Appreciatingly) Huh! After I nursed all of the Mistress's children, I can take care of myself.

WILLIAM: Well, goodbye, Aunt Mandy.
(Kisses her) (To ELLEN)
You go first, Ellen. I'll walk behind you in the light, but I'll walk with you in the dark. Hurry!

ELLEN: (Throws arms around MANDY, kisses her, then dashes out.)

MANDY: God bless you, William.

MANDY: (Closes door, goes to shutter, cracks it a little, and peers out. It is quiet for a few minutes. A train whistle is heard in the distance. MANDY drops down on her knees on the floor, while the candle sputters and goes out.)

CURTAIN

The following survey may prove useful for investigating the concept of prejudice for Unit V: Intergroup Relations. Use only that which you may find useful.

RESULTS OF SURVEY OF
ATTITUDES ON MINORITY GROUP RELATIONS (523 7th Graders)

Resurvey		1st Survey			
Agree	Disagree	A.	O.		
				I.	Personal Attitudes
42%	58%	37%	63%	1.	I would not hesitate in marrying someone of another race.
91%	9%	86%	14%	2.	I would not mind having a Negro family move in next door to me.
				II.	General Attitudes
12%	88%	16%	84%	1.	Negroes have only themselves to blame if they cannot find a job or get a better education.
18%	82%	40%	60%	2.	Negroes are demanding more than their fair share of their rights as American citizens.
				III.	Stereotyped Attitudes
8%	92%	15%	85%	1.	In general, Negroes are lazier than white people.
12%	88%	17%	83%	2.	As a group, whites are more intelligent than blacks.
33%	67%	43%	57%	3.	As a group whites are not as talented as blacks in the field of sports and athletics.
				IV.	Knowledge of facts about Negroes (correct answer is indicated A or D)
70%	30%	57%	43%	1.	When more Negroes move into an area, (a town-community), many people will want to sell their homes and move away.
51%	49%	61%	39%	2.	Although there are a few cases of unfair treatment, most Negroes in America today enjoy equal treatment and the same opportunities to get ahead as whites.
77%	23%	59%	41%	3.	Negroes and other minority groups have a right to picket, carry signs, march in public, and make public speeches in order to improve their conditions.

AUDIO-VISUAL AIDS

Unit V

IMC Films

F4048 A Day in the Night of Jonathan Mole - J-S (32 min. b/w)
Frank presentation of the problem of prejudice and the fallacies on which it thrives. The film is a fantasy built around a courtroom trial testing a new law intended to restrict employment to people of "pure" racial origin.

F4049 Harvest of Shame - J-S (54 min. b/w)
This film reveals the deplorable plight of millions of migratory workers who harvest America's crops. On-the-scene reports in Florida, Georgia, Virginia, New Jersey, New York, Michigan and California show the degradation and exploitation of these men, women, and children who are moved from state to state in trucks, live in crowded, unsanitary huts, and work long hours for little pay. Views presented both for and against the use of migratory workers under the conditions seen.

F9070 What Color Are You? - I (15 min. color)
Why don't all people look alike and have the same color skin? This film explains how mutations sometimes occur in genes to produce different traits in an individual and how the changed individual will survive and produce offspring like himself.

F9300 Black History: Lost, Stolen or Strayed (54 min. color)
This film is a Bill Cosby guided tour through a history of attitudes - black and white - and their effect on the black American. It is a portrayal of some of the things that happen to an American if he is black. Cosby reviews black American achievements omitted from American history texts, the absence of recognition of Africa's contribution to Western culture, and the changing Hollywood stereotype of the black American.

Film list compiled by Louise Boedeker not available in IMC

The Hat - (15 min. color) (W/Law Fund)
Explores the need for a world legal authority to establish disarmament and settle international disputes peaceably. Tells the story of a soldier who drops his helmet across a border line and then tries to cross the line to get it back.

Freedom Movement (History of the Negro in America Series) - (21 min. b/w) (McGraw)
Studies the Negro sharecropper's tenant-farmer existence. Describes his migration to the north and west. Considers his involvement in the two world wars and in the later civil rights battle on the home-front.

Boundary Lines - (10 min. color) (IFF)

A plea to eliminate the arbitrary boundary lines which divide people from each other as individuals and as nations -- invisible boundary lines of color, origin, wealth and religion.

Filmstrip list compiled by Louise Boedeker not available at IMC

Ghettos of America (four filmstrips, 2 records) (Wasp)

Anthony Lives in Watts - Part I
Anthony Lives in Watts - Part II
Jerry Lives in Harlem - Part I
Jerry Lives in Harlem - Part II

A correlated set of four color, sound filmstrips, Ghettos of America presents everyday life in Harlem and Watts through the eyes of the people who live there. In each presentation, the camera and narrator follow a teenage boy and share in his experiences and in those of his family and the people of his neighborhood.

The Black American (The Negro in American History) (6 filmstrips, 6 records and 6 manuals) (Alpha)

African Background and Early Days of the American Experience - Part I
The Afro-American's Life From 1770 to 1861 - Part II
Civil War and Reconstruction - Part III
The Period of 1877 to 1960: A Transition - Part IV
Struggle For Civil and Human Rights - Part V
Cultural and Social Aspects of Struggle for Civil Rights - Part VI

This series is designed to provide students, both black and white, with an awareness of the African heritage of the black American, an account of his early days in the New World, and an account of his contributions to our country.

The History of Black America (8 filmstrips, 4 records and teacher guide) (Universal)

The African Past
Slavery and Freedom in the English Colonies
The Plantation South
Firebrands and Freedom Fighters
From Freedom to Disappointment
New Leadership and the Turning Tide
Progress, Depression and Global War
Hope, Disillusionment and Sacrifice

A comprehensive, compact history of the Black, tracing back to early times. Complete with their struggles, contributions, and goals in America.

The History of Dissent (1 filmstrip, 1 record and teacher guide) (N. Y. Times)
The filmstrip lists and compares the various types of dissent that have taken place in American history. It emphasizes the underlying causes of dissent today. The filmstrip deals with the protests that have woven through the fabric of American life from the early colonists protesting against the religious and political dogmas of the Old World, to the riots and assassinations that have occurred in our time.

IMC Kits

K9150 Exploding the Myths of Prejudice (2 filmstrips, 1 record and script)
This set of two color, sound filmstrips brings to light a variety of the myths and misconceptions which underlie racial prejudice. The narrative points out that all human beings are basically alike and that prejudices are the learned results of an individual's social environment.

K9157 All Around Me - P-I (4 weeks)
A set of multi-ethnic pictures, one set in a series "Our Changing Cities" published by Harcourt, Brace and World. Topics include homes, school, family life, community workers, transportation, communication, the big city, conservation, geography and the arts. Teacher's guide included.

K9165 Race Relations - J-S
Sets of two pamphlets based upon a television series on black and white America. "One Nation Indivisible" describes a possible unit for instruction and "Black and White" tells the personal stories of six people involved in America's racial problem.

K9174 Afro-Americans in Minnesota History - I-J-S (1 month)
15 copies of the issue of the "Gopher Historian" devoted in its entirety to the title "Afro-Americans in Minnesota History."

K4010 Exploring Moral Values
15 filmstrips, record and teacher's guide. Presents 44 "value" situations from the areas of prejudice, personal values, honesty, and authority.

K9177 Sunshine - J-S (1 month)
A simuation of current racial problems in a typical American city.

Minorities Have Made America Great (6 filmstrips, 6 records)

Negroes Part I
Negroes Part II
Jews
Italians
Germans
Irish

Illustrated by photographs, paintings, drawings, and prints, each sound filmstrip traces the history of a particular ethnic group in America, from immigration to acculturation. The series reveals the many problems faced by each minority and recounts its group and individual contributions to the fabric of American life.

They Have Overcome (4 filmstrips, 4 records)
Gordon Parks
Dr. James Comer
Claude Brown
Dr. Dorothy Brown

Four prominent Negroes tell their stories of achievement in the face of almost insurmountable odds. The words and voices you will hear are those of the subjects themselves.

Audio-Visual History of Jazz - I-J-S
An overview of the evolution of jazz from its historic beginnings in New Orleans and Chicago, through the twenties and thirties, leading to the new forms of today's modern jazz. Shows the world in which jazz was created and the artists that contributed to its development.

K5097 Kit 1 (parts 1 and 2)
1 record and 2 filmstrips
Part I: New Orleans - The Birth of Jazz
Part II: Chicago - The Golden Age of Jazz

Kit 2 (parts 3 and 4)
1 record and 2 filmstrips
Part I: The Years When the Swing was King
Part II: From Be-bop Till Today

Book Kits

K9036 Stories

Brown, Jeanette Perkins, Ronnie's Wish. A small Negro boy wishes he were bigger and finds out that sometimes it's fun to be small. Action takes place around the city; specifically grocery store and children's zoo.

duBois, William Pene, The Three Policemen. A fanciful story of a little boy who engineers and directs three French policemen and how he became the first emperor of an island.

Epstein, Sam & Beryl, George Washington Carver. Story of a great American scientist.

Martin, Patricia Miles, The Little Brown Hen. Adventure of a farm boy's search for his lost hen.

Sharpe, Stella Gentry, Tobe. Photography excellent for first grade farm unit.

Whiting, Helen Adele, Negro Folk Tales. A collection of folk tales with interesting illustrations.

Will and Nicolas, Four Leaf Clover. Two small boys in need of luck, search for a four leaf clover. The boys are of different races but this does not enter into the story.

Intermediate

K9040 Biography

Clayton, Ed., Martin Luther King, the Peaceful Warrior. The story of the boyhood of Martin Luther King and his role in the Civil Rights movement.

Graham, Shirley, Jean Baptiste, Pointe Desable. A fast moving story of an explorer and trapper who lived many exciting experiences and founded the city of Chicago.

Holt, Rackham, Mary McLeod Bethune. Story of a great Negro lady.

Petry, Ann, Harriet Tubman: Conductor on the Underground Railroad. Biography of Harriet Tubman, telling of her courage in helping slaves escape to the North.

Rollins, Charlemae, Famous American Negro Poets. Biography of some of the modern Negro poets with illustrations including Gwendolyn Brooks, the Pulitzer Prize winner.

Stevenson, Augusta, Booker T. Washington, Ambitious Boy. Born in slavery, he grew up to found many institutions of higher learning for Negroes.

Stevenson, Augusta, George Carver, Boy Scientist. Story of a great Negro scientist.

Walker, G. T., Sweet Potato Pie. About a great Negro lady.

Yates, Elizabeth, Amos Fortune, Free Man. The story of a Negro who was brought to this country from Africa as a young boy. He was a slave but later purchased his freedom and moved to New England where he became a civic leader in the community.

K9041 Biography

Gould, Jean, That Dunbar Boy. Biography of one of the first recognized Negro poets.

Graham, Shirley, Dr. George Washington Carver, Scientist. An account of the life of George Washington Carver, a scientist who made many original contributions in science.

Graham, Shirley, The Story of Phillis Wheatley, Poetress of the American Revolution. The story of a slave girl at the time of the American Revolution. She was educated by the children of her owner and became a great poet.

Kugelmass, J. Alvin, Ralph J. Bunche, Fighter for Peace. Interesting account of his life from boyhood to becoming a member of the U.S. Department of State and to his winning of the Nobel Peace Prize.

Peare, Catherine Owens, Mary McLeod Bethune. The story of a great Negro lady written for older children.

Simon, Tony, North Pole. Account of Peary's work in the Arctic and about Matthew Henson who was a great help to Peary.

K9037 History

Chu, Daniel, A Glorious Age in Africa. Well written account of remarkable early civilizations in West Africa.

Huges, Langston, Famous American Negroes. Biographical sketches of great Negroes.

Huges, Langston, A Pictorial History of the Negro in America. A history of the Negro in America presented in picture form with commentary.

Johnston, Johanna, Together in America. The story of the Negro woven into the history of America.

McCarthy, Agnes, Worth Fighting For. The story of the Negroes fight for his own freedom. Period covering pre-civil war through reconstruction.

Shackelford, Jane D., The Child's Story of the Negro. Myths, biography, history, folk tales and art written to be read to the children by the teacher. Independent activities for mature readers. Excellent for listening experiences.

Stratton, Madeline, Negroes Who Helped Build America. Contains sketches of contemporary Negroes who have made outstanding contributions.

K9038 History

Chu, Daniel, A Glorious Age in Africa. Well written account of remarkable early civilizations in West Africa.

Hughes, Langston, Famous Negro Heroes of America. Collections of stories about famous American Negroes.

Hughes, Langston, The First Book of Africa. An interesting account of African history from ancient times to the present.

Kenworthy, Leonard S., Three Billion Neighbors. A Social Studies enrichment book. Picture book of people of the world reflecting their customs and culture.

Meltzer, Milton, In Their Own Words, A History of the American Negro, 1619-1865. Selected writings of Negroes who have distinguished themselves in different fields.

Meltzer, Milton, In Their Own Words, A History of the American Negro, 1865-1916. Selected writings of Negroes.

Woodsen, Carter G., Negro Makers of History. A chronological history of the Negro including people, times and events important in our history.

K9039 History

Adams, Russel L., Great Negroes Past and Present. Biographical stories, sketches and portraits of the lives of outstanding Negro people and their African antecedents. Invaluable history reference aid for teachers at all grade levels. Ideas for upper grades.

Derricotte, Elise Palmer, Word Pictures of Great Negroes. Several stories about famous Negroes told by a father to his own children.

Fleming, Beatrice Jackson, Distinguished Negroes Abroad. Book contains biographies of men and women of Negro descent who have contributed to Western civilization.

Gatti, Ellen & Attilio, The New Africa. This book gives an excellent account of the present day governments in Africa.

Griffin, Ella, Africa Today. This book discusses the many problems that the new African nations are facing and what they are doing to solve these problems.

Richardson, Ben, Great American Negroes. Interesting accounts of the lives of outstanding Negroes.

Rollins, Charlemae Hill, They Showed the Way. Short sketches of many Negroes who contributed to the making of America.

Roy, J. H., Pioneers of Long Ago. A story of Negroes in our history told to children by their mother and father.

Intermediate - Junior High

K9046 Fiction

Baker, Betty, Walk the World's Rim. A story of the explorations of the Southwest with the great Negro explorer, Esteban.

Cavanna, Betty, Time for Tenderness. Explores the contrast in social relations in Brazil with the U. S. A young Southern girl learns from her experience in Brazil. For older girls.

Faulkner, Georgene, Melindy's Happy Summer. Story of a city girl who spends the summer on a farm as part of an exchange program and the difficulties in the relationships between the family and the girl.

Fax, Elton C., Aleman's Dogs. The story of a Negro girl who loved dogs and longed to be a veterinarian.

Frick, C. H., Tourney Team. Based on a State Basketball Tournament and the reaction of the white schools when the first Negro team competes in the finals.

Graham, Lorenz, North Town. A boy who is caught in the entangling web of being a Negro in a Northern Community. Real Life Situations.

Graham, Lorenz, South Town. A realistic story of a Negro family in the South depicting the problems they face in trying to live a normal life.

Means, Florence F., Reach for a Star. A Negro girl reared in the North, attends a Negro University in the South, her college experiences and ambitions.

Newell, Hope, A Cap for Mary Ellis. Mary Ellis and a friend become the first Negro girls in an all-white nursing school.

K9047 Fiction

Bontemps, Arna, Chariot in the Sky. Story of Caleb, a runaway slave who eventually becomes a member of the Jubilee singers.

Eager, Edward, The Well-Wishers. A story told by six children. Each telling of an experience helping others. One in particular is a story of how six children helped a town accept a Negro family.

Evans, Eva Knox, All About Us. To show that people differ only as individuals, not as groups.

Gates, Doris, Little Vic. A Negro boy stays with a horse from its birth through moving to new owners to eventually being its jockey.

Means, Florence Crannell, Great Day in the Morning. A young girl's ambitions for education and her struggles to fulfill her college degree. For older girls.

Means, Florence Crannell, Tolliver. A story about a young college girl and her confrontations with current civil rights situations.

Meadowcroft, Enid, By Secret Railway. A white boy helps a freed Negro escape from slavery after he loses his freedom papers.

Sterling, Dorothy, Mary Jane. The experiences of a Negro girl who is one of the first colored students to enter a desegregated high school.

K9048 Fiction

Dick, Trella, The Island on the Border. Story of a family forced to leave their home and live on an island due to their anti-slavery sentiments.

Douglas, Marjory, Freedom River. Adventure story of a boy who seeks freedom alone and the problems he runs up against with Spanish slave pirates. He hides with Indians in Florida until he learns the British have given Freedom.

Fritz, Jean, Brady. Story of a young boy living in the South in pre-Civil War days. Brady accidently discovers his father is a conductor on the Underground Railroad. Problems arise because Brady cannot keep a secret.

Hunt, Mabel Leigh, Ladycake Farm. Story of a Negro family who buys a farm and the adjustments they and their neighbors face.

Jackson, Jesse, Anchor Man. This is a book in a series about a high school boy who lives in an all-white neighborhood; his problems with the children of his own race that cannot understand his ideals and relationships with his new friend.

Jackson, Jesse, Call Me Charley. This is the first in a series of books about a Negro boy who comes to live in an all-white neighborhood and the problems and adjustments he must make.

Levy, Mimi Cooper, Corrie and the Yankee. A young Negro girl who helps a Yankee soldier back to Union lines.

Shotwell, Louisa R., Roosevelt Grady. The story of Roosevelt whose parents are migrant workers. He and his mother are constantly searching for a "stay-put" place.

K9044 Folklore

Arnot, Kathleen, African Myths and Legends. A collection of myths and legends.

Burton, W. F., The Magic Drum. Fables and tales of Central Africa. Preview stories before you read them for discussion purposes.

Courlander, Harold, The Fire on the Mountain. Ethiopian folk tales.

K9045 Folklore

Courlander, Harold, The Cow-Tail Switch and Other West African Stories. A delightful collection of stories or fables from West Africa.

Hughes, Langston, The Book of Negro Folklore. Collection for children.

Woodson, Carter Godwin, African Myths. Myths and proverbs of Africa.

K9042 Poetry

Bontemps, Arna, Golden Slippers. An anthology of poems.

Brooks, Gwendolyn, Selection of Poems. Excellent for reading aloud.

Rollins, Charlemae, Christmas Gift. Christmas poems, stories and songs about Negroes written by outstanding Negroes.

Swift, Hildegard, North Star Shining. Free verse tells the story of the American Negro from slave beginnings to present day contributions.

K9043 Poetry

Bontemps, Arna, Golden Slippers. An anthology of poems.

Brooks, Gwendolyn, Bronzeville, Boys and Girls. Delightful book of poetry with illustrations for children.

Newsome, Effie Lee, Gladiola Garden. A collection of poems for children.

Junior High School

K9053

Fiction

Decker, Duane, Hit and Run. Two baseballers help each other overcome problems they face as "farm team" players and the first Negro major leaguers.

Deleeuw, Adele, The Barred Road. The friendship between a Negro girl and a white girl withstands the pressure of a not-always-understanding community.

Howard, Elizabeth, North Winds Blow Free. An exciting romantic story of the Underground Railroad.

Jackson, Jesse, Charley Starts from Scratch. The third book in a series, "Call Me Charley". Charley has finished high school and is trying for his first job. Inter-racial friendships are stressed in all three books in this series.

Marshall, Catherine, Julie's Heritage. Julie learns to approach white society without bitterness.

Means, Florence F., Shuttered Windows. A northern Negro girl finds it hard to adjust to the Southern way of life but she remains to work among her people.

Newell, Hope, Mary Ellis, Student Nurse. Mary Ellis realizes that her problems are those of any student nurse and are not due to the fact that she is a Negro.

Olson, Gene, The Tall One. A Negro shows his abnormally tall friend how to overcome prejudices.

Person, William, New Dreams for Old. The conflict between old and new ways of maintaining a cotton plantation is vividly told in this story of two modern young people who live on neighboring plantations in the "New South".

Tunis, John, All American. A school football team conquers intolerance.

Woody, Regina, Almena's Dogs. The story of a Negro girl who loved dogs and longed to be a veterinarian.

K9055

Non-Fiction

Bontemps, Arna, The Story of the Negro. A dramatic, exciting story of people told with great beauty and dignity.

Brawley, Benjamin, Negro Builders and Heroes. The lives and achievements of Negroes in many lands.

Buckmaster, Henrietta, Flight to Freedom. A well-documented account of the part played by both Negroes and white people in the North and the South in helping to free thousands of slaves.

Dunbar, Paul L., Complete Poems of Paul Lawrence Dunbar. This collection of poems by an outstanding Negro poet will be enjoyed by older boys and girls.

Eaton, Jeanette, Trumpeter's Tale. The color and excitement of the jazz world serve as a background for this biography of the early years of Louis Armstrong.

Gould, Jean, That Dunbar Boy: The Story of America's Famous Negro Poet. An excellent biography of one of the early Negro poets. While it stresses his poverty and hardships, it also shows how he was blessed with many very influential friends, including William C. Howells, George Cable, Wilbur and Orville Wright, and many others.

Graham, Lorenz, South Town. A realistic story of how racial tension in a Southern community affects one family, particularly the life and dream of a 16-year old Negro boy.

Sherman, Katherine, The Slave Who Freed Haiti. Toussaint Louverture was a Santo Domingo Negro who outwitted Napoleon Bonaparte in order to free Haiti from French domination.

K9056 Non-Fiction

Bontemps, Arna, Frederick Douglass, Slave Fighter-Freeman. An outstanding Negro writer interprets a famous leader.

Bontemps, Arna, We Have Tomorrow. Sketches of twelve Negro young people who are making a success in fields once considered closed to their race.

Graham, Shirley, Booker T. Washington, Educator of Hand, Head and Heart. This sympathetic biography of the great Negro educator is based upon Booker T. Washington's own writing.

Hughes, Langston, Famous Negro Heroes of America. Biographical sketches of 167 Negroes who have influenced American history.

Hughes, Langston, Famous Negro Music Makers. Short biographies of 17 outstanding Negro musicians. Included are such artists as the Fisk Jubilee Singers, James Bland, Bill Robinson, William Grant, Dean Dixon, and others.

Mays, Willie, Born to Play Ball. The baseball hero's own story as told to a reporter.

Newcomb, Covelle, Black Fire. A thrilling biography of Henri Christophe, hero of Haitian history.

Richardson, Willie, Negro History in the Thirteen Plays. One-act plays for school use.

Yates, Elizabeth, Prudence Crandall, Woman of Courage. The biography of a young Quakeress who faces the wrath of a hostile Connecticut community when she opened her school to Negro girls in 1883.

Senior High

K9058 Fiction

Lee, Harper, To Kill a Mockingbird. The story, set in a small Alabama town in the 1930's, is told by a little girl whose father, a lawyer, defends a Negro.

Means, Florence Crannell, Tolliver. Romance of two Fisk students and their involvement in the desegregation movement.

Petry, Ann, Tituba of Salem Village. The story of Tituba, a slave from Barbados, who was one of those condemned as a "witch" in the Salem Witch Trials of 1692.

Whitney, Phyllis, Willow Hill. A picture of the people of the town Willow Hill and the different ways they react to the building of a government housing project in the town.

K9059 Current History

Golden, Harry, Mr. Kennedy and the Negroes. A serious analysis of the entire Negro movement in the United States and of President Kennedy's role in it.

Griffin, John Howard, Black Like Me. A white Texan, who dyed his skin and traveled through the south as a Negro, tells his experiences.

Hentoff, Nat, The New Equality. Comprehensive treatment of the Negro "movement" of the 1960's - what has been done and what must yet be done to make it effective.

King, Martin Luther, Strength to Love. A collection of the sermons of Martin Luther King. Based on the theme of man's kinship to man and the necessity for love in that relationship.

Lewis, Anthony, Gideon's Trumpet. According to Attorney General Robert Kennedy, "If an obscure Florida convict named Clarence Earl Gideon had not sat down in his prison cell...to write...to the Supreme Court...American law would have gone on functioning undisturbed," and the right to a lawyer would not have been guaranteed by the 14th Amendment in state trials.

Morgan, Charles, A Time to Speak. Morgan, a young Southern lawyer practicing in Birmingham, found that he couldn't settle down to an easy life of non-controversial legal matters...but, instead had to speak out for what he knew was right.

Smith, Lillian, Our Faces, Our Words. In photographs and words - the new social protest taking place in the small towns of the rural South and the sprawling cities of the North.

K9060 Current History

Baldwin, James, The Fire Next Time. Essays on the present and future course of Negro-White relations.

Bates, Daisy, The Long Shadow of Little Rock. The memoirs of the woman who led the battle in Little Rock, 1957, and "who gave the Negro students and their parents the courage to stand firm.

Boyle, Sarah Patton, The Desegregated Heart. The moving story of a white Southern woman's efforts to aid those who were desegregating the University of Virginia.

Isaacs, Harold, The New World of Negro Americans. "The impact of world affairs on the race problem in the U. S., and particularly on the Negro, his view of himself, his country, and of Africa.

King, Martin Luther, Why We Can't Wait. A forthright justification of the "now" in the rally for still-denied-rights as opposed to "due process" or step-at-a-time plans for ending discrimination.

Proudfoot, Merrill, Diary of a Sit-In. The story of the Knoxville Tennessee sit-ins as told by one of its leaders.

Silver, James W., Mississippi: The Closed Society. The segregationists stronghold--Mississippi--as described by a professor at "Old Miss."

K9061 Individual Biography

Campanella, Roy, It's Good to be Alive. Beginning with this baseball player's tragic accident in 1959, this autobiography tells of his determination to lick his paralysis and help others so afflicted.

Miller, Floyd, Ahdoolo! Biography of Matthew Hanson who accompanied Admiral Peary to the North Pole and who for twenty-two years aided Peary in preparation for the trip.

Paige, LeRoy (Satchel), Maybe I'll Pitch Forever. Autobiography of one of baseball's most colorful personalities--first Negro pitcher in the American League and one of the greatest pitchers of all times.

Patterson, Floyd, Victory Over Myself. Floyd Patterson's life from his unhappy childhood in New York City to his winning of the heavy weight boxing championship.

Wright, Richard, Black Boy. The heartbreaking story of Wright's childhood and youth.

K9062 Individual Biography

Brown, Jimmy, Off My Chest. A professional football star describes his own development as an athlete and offers some candid observations on professional football.

Gibson, Althea, I Always Wanted to be Somebody. Her life--from handball in the Harlem streets to tennis champion at Wimbledon.

Hedgeman, Anna A., The Trumpet Sounds: A Memoir of Negro Leadership. A teacher, social worker, and administrator records her struggle in the battle for civil rights. Critically evaluates both Negro and white civil rights workers.

Sterling, Dorothy, Captain of the Planter: The Story of Robert Smalls. Exciting story of the life of Robert Smalls from his boyhood as a slave through Reconstruction and his election to Congress.

Washington, Booker T., Up From Slavery. Classic autobiography of the man who, though born in slavery, educated himself and went on to found Tuskegee Institute.

Wills, Maury, and Gardner, Steven, It Pays to Steal. The story of Maury Willis, shortstop, for the Los Angeles Dodgers and breaker of Ty Cobb's record for stolen bases.

K9057 Collective Biography

Bontemps, Arna, Famous Negro Athletes. Biographies of such stars as Joe Louis, Willie Mays, Althea Gibson, and Wilt Chamberlain.

Mayer, Edith, Champions of Peace. Biographical sketches of the men and women who have won the Nobel Peace Prize from John Henri Dunant to Ralph Bunche.

Robinson, Jackie, Baseball Has Done It. Jackie Robinson's interviews with Vic Power, Frank Robinson, Hank Aaron, Ernie Banks, and other baseball players who with toughness and determination hurdled racial barriers.

Young, A. S. "Doc," Negro Firsts in Sports. How Negroes first came onto the scene in American sports, who they were, & their sports records.

K9063 Music, Drama, Poetry

Bontemps, Arna, American Negro Poetry. The peotry of 55 poets covering a span of 70 years--James Weldon Johnson to LeRoi Jones.

Cullen, Countee, On These I Stand. Collection of poems selected by Cullen, from his own verse.

Hansberry, Lorraine, A Raisin in the Sun. A play about a Negro family living on Chicago's South side, its frustrating fight against segregation.

Hughes, Langston, First Book of Jazz. Brief history of jazz.

Landeck, Beatrice, Echoes of Africa in Folk Songs of the Americas. How Africa influenced the music of the Americas; a study of 93 folk songs, chants, and other folk music.

K9064 Music, Drama, Poetry

Brooks, Gwendolyn, Selected Poems. Collection of poems by the 1950 recipient of the Pulitzer Prize for Poetry.

Erlich, Lillian, What Jazz is All About. The history of jazz as told through tales of the people - "Leadbelly", "Big Bill" Broonzy, Louis Armstrong, Bessie Smith, Etc.

Feathers, Leonard, The New Edition of the Encyclopedia of Jazz. Contains photographs, biographies and short history of jazz.

Hughes, Langston, Famous Negro Music Makers. Short biographies of the greats in all fields of music--opera, jazz, blues, folk, etc.

Hughes, Langston, New Negro Poets, U.S.A. Anthology of poetry written by contemporary Negro poets - LeRoi Jones, G. C. Oden, Mari Evans, etc.

K9054 Paperbacks About Negro Americans

Aptheker, Herbert, A Documentary History of Negro People in the U.S.A.
Baldwin, James, Go Tell It on the Mountain
Baldwin, James, Nobody Knows my Name
Baldwin, James, Notes of a Native Son
Bradford, Sara. Harriet Tubman. The Moses of Her People
Burns, W. Haywood, Voices of Negro Protest in America
Drake, St. Clair & Cayton, Horace R., Black Metropolis: A Study of Negro Life in a Northern City, Volume I.
Drake, St. Clair & Cayton, Horace R., Black Metropolis; A Study of Negro Life in a Northern City- Volume II.
DuBois, W. E. Burghardt, The Souls of Black Folk
Gregory, Dick, From the Back of the Bus
Handlin, Oscar, The Newcomer
Hughes, Langston, The Big Sea
Hughes, Langston, Flight for Freedom
Hughes, Langston, Something in Common
Mendelson, Wallace, Discrimination
Smith, Lillian, Killers of the Dream
Wheeler, Keith, Peaceable Lane
Woodward, C. Vann, The Strange Career of Jim Crow
Wright, Richard, Native Son

K9128 In America Books - grade 5

The United States is, in the words of John F. Kennedy, "A Nation of Immigrants." This unique series surveys in separate volumes the background, immigration, and American history of the different national, social, and ethnic groups that make up the population of the United States. Books included are:

The Czechs and Slovaks In America
The East Indians and the Pakistanis in America
The Japanese in America
The Norwegians in America
The English in America
The French in America
The Germans in America
The Irish in America
The Italians in America
The Negro in America
The Negro in America
The Scots and the Scotish-Irish in America
The Swedes in America

K9130 International Library of Negro Life and History

Five volumes containing information relating to the history and culture of the Negro.

K9112 Jackdaws - I-J (Use 2 weeks)

A series of collections of contemporary documents on historical subjects:

- Magna Carta
- The Armada
- Columbus and the Discovery of America
- The Mayflower and the Pilgrim Fathers

These materials should be of use for research.

K9126 Kit of Children's Books on India published in India - P-I (Use 2 weeks)

These children's stories and non-fiction books about India were published in India for Indian elementary school children and are part of the materials brought back from India by Mr. Timpte.

K9074 Labor-Management Relations - S (Use 2 weeks)

Materials prepared for the national debate topic for 1965-1966. Of use for both students and teachers in modern problems for research. Contains a copy of the following publications:

- American Federationist - April 1965
- America's Choice: Right to Work or Compulsory Unionism
- Current History - July, 1965
- Flexible Work-Year: Answer to Unemployment
- Pros and Cons of Compulsory Arbitration
- Special Analysis: National Labor Policy
- Sub-Contracting Clauses in Major Collective Bargaining Agreements

K9110 1967 Local Elections Study Unit

This kit contains a classroom set of booklets with personal histories and statements on issues by candidates in the local elections in 1967. Should be of use in study of future elections and as samples of types of statements candidates make.

K9069 Magic of Steel and Oil - I (Use 2 weeks)

Twelve books on the history, development and uses of steel and oil. In industry, man combines the natural resources of the world with the wealth of human experience and the individual skills of mind and body.

IMC Pictures

P1171 Negro Pictures

Kit contains 12 Negro pictures, including:

- Mary McLeon Bethune
- George Washington Carver
- Harriet Tubman
- Carter Goodwin Woodson
- Booker T. Washington
- Crispus Attucks

William E. B. DuBois
Walter Francis White
Madame C. J. Walker
Dr. Daniel Hale Williams
Sojourner Truth
Frederick Douglass

P1172 Negro Pictures
This kit contains 14 Negro pictures, including:
- Martin Luther King, Jr.
- Whitney M. Young, Jr.
- James Forman
- James Farmer
- Roy Wilkens
- Leontyne Price
- John H. Johnson
- Jackie Robinson
- Lena Horne
- Sammy Davis, Jr.
- Marian Anderson
- Asa Philip Randolph
- Ralph Bunche
- Gwendolyn Brooks

P1173 Negro Pictures
This kit contains 12 pictures of Negro youngsters at school, at play, and at work.

P1174 Negro Pictures
Kit contains 10 pictures of Negro youngsters at school, play, and work.

P1176 North American Indian Portfolio by George Catlin - P-I (Use 2 weeks)
This is a portfolio of six color reproductions of the paintings of the North American Indian by George Catlin.

IMC Slides

S1135 Cartoons in American History - I-J-S
This set of slides was developed from political cartoons and includes historical cartoons and ones from recent times on race relations, elections and foreign policy.

Record list compiled by Louise Boedeker not available at IMC

Glory of Negro History (33 1/3 L.P.) (Folkways)
A documentary recording depicting the Negroes' trials and victories from Columbus through the United Nations; with voices of Ralph Bunche, Mary MacLeod Bethune, and various singers.

UNIT V - Possible Resource People

Directory of Minnesota Human Relations Organizations and Agencies

Federal and State civil rights laws constitute important legislation; however, implementation is a major current need. The principles of justice in housing, employment, education, public accommodations, and other areas must be acted upon at the level of individuals. Throughout the state there are many organizations - public, private and voluntary - offering help and information to those who wish to effect human betterment. This guide attempts to list these resources.

Concerned citizens using this guide will find that many of these organizations will provide information, educational materials and speakers. Through these resources each Minnesotan can obtain specific information about intergroup problems, discriminatory practices and methods to correct them.

American Civil Liberties Union, Minnesota Branch
925 Upper Midwest Building
Minneapolis, Minnesota
333-2534

The ACLU is the only permanent, non-partisan national organization devoted solely to the defense of the constitutional rights of freedom of expression, freedom of religion, due process and equal protection of the laws and other freedoms in the Bill of Rights and Constitution for everyone. Its activities include providing volunteer lawyers in important constitutional cases and engaging in educational and legislative programs.

Anti-Defamation League of B'nai B'rith
127 North 7th Street
Minneapolis, Minnesota
335-3277

The Anti-Defamation League of B'nai B'rith is a national organization dedicated to the preservation and enrichment of America's democratic legacy. Education, community action, legal and court action when necessary are the dynamic means ADL uses to achieve better human relations. ADL offers a broad educational program utilizing films, publications, recordings and speakers and develops human relations programs with other organizations.

Catholic Interracial Council of the Twin Cities
2388 University Avenue
St. Paul, Minnesota 55114
646-0103

The Catholic Interracial Council seeks to educate, to involve and to commit Catholics to their moral obligation in the field of interracial justice. The council works through parishes, schools and other Catholic organizations, and also conducts an educational grant program for minority group youngsters in Catholic schools. The C.I.C. cooperates with other human relations organizations in securing legislation and carrying out social action programs.

Fridley City Human Relations Committee

6431 University Avenue N.E.
Minneapolis, Minnesota
560-3450

The primary purpose of the Committee is to encourage the establishment and development of amicable human relations through the process of education among both young and old, emphasizing the desire for good human relations within the city. The Committee shall perform such functions as may be provided by the City Council, including the making of recommendations to the Council as to methods and means by which the basic policy of the city relative to human relations may be effectively established and developed; provided that the Committee shall not itself be created and established as an enforcement agency of the city to make a determination in any particular dispute or to prosecute any law or ordinance adopted for the promotion of such public policy. The Committee shall be composed of fifteen members: three from each ward and six to be appointed from the city at large.

Golden Valley Human Rights Commission

7800 Golden Valley Road
Golden Valley 27, Minnesota
545-3781

The nine member Commission appointed by the Village Council is essentially an educational body. Currently the Commission is working on the development of human relations programs that can be presented at meetings of village, civic, service and church organizations, and making an employment survey of public and private employers.

Governor's Farm and Migratory Labor Advisory Committee

c/o Minnesota Department of Employment Security
369 Cedar Street
St. Paul, Minnesota 55101
221-3696

Advisory to the Commissioner of the Minnesota Department of Employment Security and his staff on matters pertaining to the recruitment and employment of agricultural workers is the Governor's Farm and Migratory Labor Advisory Committee. In addition, the Committee gives counsel and information to other State agencies concerned with the health, education, welfare and other problems of the migrant worker and his family. The Committee is concerned with all problems of the migrant agricultural worker and his family such as: the educational opportunities provided the children of migrant workers, establishment of day care centers, hospitals and medical attention, insurance, and other matters closely associated with the health, education and welfare of the migrant workers and their families who come to Minnesota each year. The Committee was appointed by the Governor and consists of twenty-four members representing principal farm organizations, major employers of agricultural labor, unions, farmers, religious groups and migrant worker representatives, as well as representatives from State departments and federal agencies.

Governor's Human Rights Commission

72 State Office Building
St. Paul, Minnesota 55101
221-2931

The Governor's Human Rights Commission is charged with conducting an educational program in civil and human rights and human relations. Its programming is on a state-wide basis, and it involves working with human rights citizen's committees in communities throughout the state. The Commission works in all civil and human rights areas that are not the responsibility of the State Commission Against Discrimination. The Commission has a major program interest concerning problems of migrant workers, Indians, Negroes, and other minority groups. It works to build a climate of harmonious relations among the State's various racial, religious, nationality and ethnic groups. A major part of the Commission's objectives require research and fact finding efforts as a prelude to submitting policy recommendations to the Governor's office, the legislature, state agencies, and other public bodies. As part of its educational functions, the Commission develops and distributes brochures, pamphlets and other publications.

Greater Minneapolis Council of Churches

Christian Social Relations Department
122 West Franklin Avenue
Minneapolis, Minnesota
332-2571

This department guides churches and individuals in many areas of human relations, acts as consultant on programming and coordinates efforts of church volunteers.

International Institute of St. Paul, Inc.

183 West Kellog Blvd.
St. Paul, Minnesota 55102
222-1754

A non-political, inter-faith, inter-racial social service agency with an open membership of both foreign and native born. The primary emphasis is service to those of foreign birth or background. Services include: counseling and case work, educational classes, and recreation. A hospitable setting is provided in which both native and foreign born may meet to help each other, to exchange cultural heritages and ideas, and to promote forces that will produce the best possible human relationships within the community.

Japanese American Community Center

3045 Park Avenue South
Minneapolis, Minnesota
822-0433

This organization provides information and social work servies to the Japanese American Community. It also sponsors social and cultural programs which are open to the general community.

Jewish Community Relations Council of Minnesota

100 North 7th Street
Minneapolis, Minnesota
338-7816

The Council is an exclusively charitable and educational human relations agency for the Jewish community in the State of Minnesota. It seeks to promote the social welfare through programs and activities designed to lessen neighborhood tensions, and to eliminate prejudice and discrimination. It accomplishes this by presenting public discussion groups, forums, panels, lectures, public speaking contests and similar programs, and also distributes printed materials, books, and audiovisual materials to carry out its educational purposes.

Metropolitan Clearing House

Nicollet Avenue at Washington
Minneapolis, Minnesota
336-3397

c/o St. Paul Council of Human Relations
65 East Kellogg Blvd.
St. Paul, Minnesota
224-2421

The major function of the Metropolitan Clearing House is to provide the minority home buyer or renter access to the non-discriminatory seller or landlord. A client-centered approach is followed which deals with the individual's specific needs and problems of finding suitable housing. The Clearing House also provides an area-wide exchange of views and projects encouraging open occupancy and it sponsors educational programs in various neighborhoods and communities. The Metropolitan Clearing House is not a real estate agency. After the original introduction and referral, all negotiations and business details are left to the listing parties or their agents. The Clearing House publishes a monthly Newsletter concerning fair housing activities in the seven county metropolitan area.

Migrants, Incorporated

221-3224

Minneapolis Council of Americanization

324 Times Annex Bldg.
Minneapolis, Minnesota 55401
336-2246

The Council is a non-profit, non-partisan United Fund Agency established in 1919, to coordinate and initiate plans furthering better American citizenship; to encourage friendly relations among all races and creeds; to render service in problems of immigration, naturalization and community adjustments. It furnishes information, technical assistance and counseling.

Minneapolis Department of Civil Rights

Room 315, WCCO Building
625 Second Avenue South
Minneapolis, Minnesota
330-7736

Minneapolis Fair Employment Practice Commission

250 South Fourth Street, Room 515
Minneapolis, Minnesota 55401
330-2090

The Commission is a regulatory municipal agency charged with the responsibility of administering the city ordinance which prohibits discrimination in employment based on race, religion or nationality; receiving and investigating complaints; promoting cooperation among all groups for the purpose of effectuating the policies of this ordinance; and conducting studies, surveys and projects to provide information aiding in an effective acceptance as well as the enforcement of the ordinance.

Minneapolis Mayor's Commission on Human Relations

222 Public Health Center
250 South Fourth Street
Minneapolis, Minnesota 55401
330-2735

The Mayor's Commission on Human Relations is an official agency of the City government created to reduce prejudice and discrimination through research, education and social action. It presently has programs in the areas of education, employment, housing, law enforcement and community relations. Through involvement of cooperating agencies and organizations the Commission intends to represent a base of resources for coordinated planning in the field of civil rights.

Minneapolis Urban League

3750 Fourth Avenue South
Minneapolis, Minnesota 55403
827-1773

1016 Plymouth Avenue North
Minneapolis, Minnesota

The Minneapolis Urban League is a voluntary organization for social service, education, social action and community planning to improve the general economic life and well-being of the Negro and related minority populations in the Minneapolis area. The Urban League provides services in the following program areas: Employment and Job Development, Education and Youth Incentives, Health and Welfare and Housing. The League is one of the seventy-two affiliates of the National Urban League, and a member agency of the United Fund, Community Chest and the Health and Welfare Council of Hennepin County. Membership is open to anyone wishing to support the program.

Minnesota Council of Churches

Department of Christian Social Relations
122 West Franklin Avenue
Minneapolis, Minnesota 55404
332-2571

This Department seeks to quicken the sense of social responsibility of the churches for the moral and ethical well-being of the state, the nation, and the world, and to provide a channel through which the member communions can cooperate for study and action in such committees and units as: legislative studies and services, race relations, civil rights, Indian ministry, alcohol education and international affairs.

Minnesota Council for Civil and Human Rights

319 Savage Lane
St. Paul, Minnesota 55117
373-5251

The Council is the coordinating organization for groups interested in legislation pertaining to civil rights at the state level. It also serves anti-discriminatory agencies in an advisory capacity. Council activities include the development of a legislative program in consultation with all interested parties, drawing up the actual legislation, seeking public and legislative support, lobbying and public relations. It is active on a year-around basis, but does much of its work through committees. Both individual and group memberships in the council are encouraged. An individual membership costs $3 , and a group membership $10 per year. Both groups and individuals must signify their sympathy with the purposes of the Council. Memberships are approved by the executive board. Dues and membership applications should be sent to the treasurer, c/o 2230 Como Avenue, St. Paul.

Minnesota Council on Religion and Race

Nicollet Avenue at Washington
Minneapolis, Minnesota
336-3397

The Minnesota Council on Religion and Race was organized for the purpose of developing an interfaith conference concerning race relations in Minnesota. Following a conference, plans were laid for the development of a full-time interfaith program offering to service the needs of participating religious faiths and to serve as a source for joint action projects by these denominations. Programs currently include: the Current Issues Committee which studies and responds to immediate problems of concern to the community and develops positions for the total Council to consider on legislation and other forms of public action; the Inner City Committee which is responsible for over-seeing the action of the Council in the field of housing, further programs are in the developmental stage; City-Suburban-Rural Coordinating Committee which is currently responsible for the development of a voluntary hospitality program in cooperation with the Job Corps program in Minnesota, the employment opportunity program and the development of a human relations committeee in Meeker County; The Indian and Frontiers of Thinking Committees are inactive; Ad Hoc Committees are organized to work directly on specific programs which require an ecumenical approach.

Minnesota Indian Affairs Commission

309 Capitol
St. Paul, Minnesota 55101
221-2009

An official state government commission established for the purpose of acquiring information in the fields of employment, housing, civil rights, education, health, welfare and law with the view in mind to recommend legislation and work out programs with Indian people for increasing their self-sufficiency.

Minnesota International Center for Students and Visitors

711 East River Road
University of Minnesota
Minneapolis, Minnesota 55455
373-3200 or 373-3860

The International Center is a voluntary non-profit organization founded to serve as the liaison between visitors and students from abroad and the community. This liaison is accomplished through visits with American families, discussion groups, city and state tours, speaking engagements, tickets to cultural events, and information on community events. The Center programs leaders and specialists visiting our area under the auspices of the U.S. Department of State and other governmental and national agencies. The source of income is from membership and contributions.

Minnesota State AFL-CIO Federation of Labor Interim Civil Rights Committee

414 Auditorium
St. Paul, Minnesota
226-7647

This Committee acts on behalf of the state federation in all civil rights matters.

St. Paul Trades and Labor Assembly Fair Employment Practices and Human Rights Committee

Labor Temple
St. Paul, Minnesota
227-7301

Minneapolis Central Labor Union Human Rights Committee

255 Ulysses N. E.
Minneapolis, Minnesota
781-7689

Both the St. Paul Trades and Labor Assembly FEP Committee and the Minneapolis CLUC Human Rights Committee represent the city central bodies in all civil rights activities and are responsible for civil rights programs of these central bodies.

Minnesota Women's Committee on Civil Rights

Room 72, State Office Building
St. Paul, Minnesota 55101
221-2158

The Minnesota Women's Committee on Civil Rights is an outgrowth of the late President Kennedy's call for civil rights action to women's organizations. The committee is composed of representatives of approximately 50 women's organizations in Minnesota and it has the five following program responsibilities:

1. Seek ways to eliminate school dropouts by promoting a program to get all educable children back into school and keep present enrollees in school.
2. Participate in work of human relations committees in their communities and where none exist, secure the establishment of such committees.
3. Establish leadership training for all women in intergroup relations.
4. Support, where conviction and program permit, the proposed legislative program on civil rights.
5. Open their organizations to women of all races.

The Governor's Human Rights Commission provides staff services to this organization.

Minnesota World Affairs Center

167 Social Science Tower
University of Minnesota
Minneapolis, Minnesota 55455
373-3740

The purpose of the Minnesota World AFfairs Center is to interest and inform citizens about world affairs. It carries out its purpose through such activities as helping groups plan programs, providing free and inexpensive materials, advising on films and answering inquiries. It also organizes lecture series, conferences and seminars on current foreign policy issues.

National Association for the Advancement of Colored People

4044 Oakland Avenue South
Minneapolis, Minnesota
822-3464

334 North Milton Avenue
St. Paul, Minnesota
227-5354

The N.A.A.C.P. opposes racial discrimination on moral, legal and economic grounds. It uses state and federal courts to secure justice and to remove jim crow barriers. It works for enactment of laws and carries on an educational and public relations program to create opinions favorable to equal rights and brotherhood. The association's objectives include equal justice under the law, equal opportunity in employment, and the elimination of discrimination in public accommodations and in housing.

National Conference of Christians and Jews

520 National Building
Minneapolis, Minnesota 55402
336-5365

The N.C.C.J. exists to promote justice, amity, understanding and cooperation among Protestants, Catholics and Jews; to analyze, moderate and finally eliminate intergroup prejudices, with a view to the establishment of a social order in which the religious ideals of brotherhood and justice shall become the standards of human relationships. Program services include: speakers for meetings, movies, slides, films, discussion outlines and study courses, institutes and workshops as well as sponsoring Brotherhood Week.

St. Paul Council of Human Relations

65 East Kellogg Blvd.
St. Paul, Minnesota 55101
224-2421

The Council's objective is to foster sound intergroup relations by promoting good will and understanding among our diverse people. Educational activities include service to public and private schools, speakers, panels, book reviews, exhibits, films and a reference room. The program includes assistance and counsel on intergroup problems. The Council works closely with the United Church Committee on Indian Work in helping Indians make the adjustment to city life. The Metropolitan Clearing House now has headquarters in the Council office and provides a listing of rentals and sales properties available to minorities. It is a non-profit, non-sectarian organization supported by contributions, memberships and supplemented by city funds. Four times a year the Council publishes the Human Relations Quarterly.

St. Paul Human and Civil Rights Commission

1745 City Hall and Court House
St. Paul, Minnesota 55102
223-4288

The St. Paul Human and Civil Rights Commission is a city government commission of eleven members administering the ordinance forbidding discrimination in employment, education, housing accommodations, public accommodations and public services based upon race, color, creed, national origin or ancestry. Responsibilities include processing of complaints, conciliation, consultation services and research. The educational services offered include speakers, programming assistance and informative publications.

St. Paul Urban League
Suit 407, 65 E. Kellogg Blvd.
St. Paul, Minnesota 55101
222-2539

The St. Paul Urban League is one of seventy-two affiliates of the National Urban League. It is an interracial social service agency, geared for social action in the field of social work. Its philosophy is that the inequalities suffered by the Negro population in American life are the concern of the whole American community, and that they will be adjusted permanently only through cooperation of all the people. The program centers around race relations, employment and job development, education and youth incentives, health and welfare, housing and religious resources. Member agency Greater St. Paul United Fund and Council, Inc., Affiliate National Urban League.

Twin Cities Opportunities Industrialization Center (TCOIC)
517 Marquette Avenue
Minneapolis, Minnesota
333-4561

United Church Women - Christian Social Relations Department Greater Mpls. Council of Churches
122 West Franklin Avenue
Minneapolis, Minnesota
332-2571

The United Church Women through their social relations department coordinate and stimulate efforts of Protestant and Orthodox church women's groups in the realm of human relations.

The Way Community Center
1913 Plymouth Avenue North
Minneapolis, Minnesota
522-4395

Suburban Human Rights Committees
(Minneapolis - St. Paul Metropolitan Area)

Bloomington Human Relations Council
John A. Thomasberg, Chairman
8912 Morgan Avenue South
Bloomington, Minnesota 55431
888-3401

Calhoun Isles Human Relations Committee
Max Fallek, Chairman
7906 West 23rd Street
Minneapolis, Minnesota
331-1311 or 545-1187

The Committee to Welcome Minority Citizens to Edina-Morningside
Rev. Arthur A. Rouner, Jr., Co-chairman
Colonial Church of Edina
5532 Wooddale Avenue
Edina, Minnesota
926-2751

Rev. Roger W. Johnson, Co-chairman
Edina-Morningside Congregation Church
4201 Morningside
Edina, Minnesota
926-6555

Dale-Selby Action Council
Russell F. Barnes, Chairman
829 Portland
St. Paul, Minnesota
227-2827

Golden Valley - New Hope Human Relations Council
Michael Swirnoff, Chairman
18 Western Terrace
Golden Valley, Minnesota
544-3203 or 332-4356

Greater Burnsville Human Relations Council
Orville Wright, Chairman
11009 Territorial Drive
Burnsville, Minnesota 55378
454-2956

Hopkins Council on Religion and Race
Sam Sweet
407 Fifth Avenue North
Hopkins, Minnesota
935-7691

Minnetonka Eden Prairie Council on Religion and Race
John Hynes, Chairman
5313 Beacon Hill Road
Minnetonka, Minnesota
935-3934

Northeast Human Relations Council
David Stoppel, Chairman
3439 McKinley Street N.E.
Minneapolis, Minnesota 55418
781-3724

North Suburban Council on Civil Rights
David E. Wold, Chairman
2333 Priscilla
St. Paul, Minnesota
645-5923

Mrs. William Bushnell, Secretary
910 West Burke
St. Paul, Minnesota 55113
489-9294

North Suburban Human Relations Council of Crystal, Robbinsdale, New Hope and Brooklyn Center
Mrs. Jack Goodwin, Chairman
4657 Louisiana Avenue North
Crystal, Minnesota
537-6791

St. Louis Park Human Relations Committee
Peter Lindberg, Chairman
5700 West Lake Street
Minneapolis, Minnesota
929-3404

South St. Paul Human Relations Council
Howard Ramaley, Jr., Chairman
210 West Spruce
South St. Paul, Minnesota 55075
451-3937

U.S. Commission on Civil Rights - National Office
801 Nineteenth Street N.W.
Washington, D.C. 20425

Human Relations Council of South Washington County
Mrs. John Taube, Chairman
2083 Island Drive
St. Paul Park, Minnesota 55071
459-4024

West St. Paul Human Relations Council
Dr. Charles B. Lundquist
421 Ruby Drive
West St. Paul, Minnesota 55118
224-1656

White Bear Lake Area Human Relations Council
Russell Swenson, Chairman
2171 Roth Place
White Bear Lake, Minnesota 55110
429-3954

Federations of Human Rights Committees

South East Suburban Human Relations Council
Hardy Wright
1132 Sibley Highway
St. Paul, Minnesota
698-5155 or 646-4664

West Suburban Conference on Religion and Race
Vern Bloom, Chairman
5234 Mayview Road
Minnetonka, Minnesota 55343
935-5759 or 332-5275

PREPARED TAPE

A CULTURE UNDER FIRE - AMERICAN PROTEST MUSIC

Unit 2 or 3 0 - 114	Kindergarten, 1st Grade, Junior High - Bill Cosby
Unit 2 or 3 115 - 130	That's What I Learned in School - Pete Seeger
Unit 5 131 - 151	7 O'clock News/Silent Night - Simon and Garfunkel
Unit 5 152 - 180	Blow'en In the Wind - Peter, Paul and Mary
Unit 5 181 - 202	If You Miss Me At the Back of the Bus - Pete Seeger
Unit 5 204 - 232	Now That the Buffalo's Gone - Buffy Sainte-Marie (Use with the case studies "Cherokee Incident" and "Seneca Indians Cling to Tribal Unity".)
Unit 3 or 5 233 - 251	Little Boxes - Pete Seeger
Unit 5 252 - 314	Here's To the State of Mississippi - Phil Ochs
Unit 5 315 - 332	I Ain't Scared of Your Jail - Pete Seeger
Unit 5 333 - 370	Talking Birmingham - Phil Ochs
Unit 5 370 - 395	If I Had a Hammer - Peter, Paul and Mary
Unit 4-5 396 - 428	I Ain't Marching Anymore - Phil Ochs
Unit 4-5 474 - 502	Cruel War - Peter, Paul and Mary
Unit 4-5 474 - 502	Draft Dodger Rag - Phil Ochs
Unit 4-5 503 - 560	Where Have All the Flowers Gone? - Peter, Paul and Mary
Unit 4-5 561 - 603	The Time's They Are a Changen - Simon and Garfunkel

Unit 4-5 504 - 643	Homeward Bound - Simon and Garfunkel
Unit 4-5 644 - 676	59th Street Bridge Song (Feelin Groovy) - Simon and Garfunkel
Unit 5 677 - end	We Shall Overcome - Pete Seeger

APPENDICES

GENERAL TEACHER BIBLIOGRAPHY

Ardrey, Robert, African Genesis, Atheneum, 1961. (Dell, $1.95)

Baker, Ray Stannard, Following the Color Line, Harper, 1964. (Harper Torchbooks, $2.25)

Brink, William and Harris, Louis, The Negro Revolution in America, Simon and Schuster, 1964. (Essendess Paperback, $1.45)

Broom, Leonard, and Selznick, Philip, Sociology, a Text with Adapted Readings, Harper, 1963, third edition. (Not in paper)

Burgess, Locke and Thomes, The Family, American Book, third edition. (Not in paper)

Coffman, Erving, The Presentation of Self in Everday Life, Anchor. (Paper only)

Edel, Mary, The Story of People, Boston: Little, Brown, 1953. (Not in paper)

Elkins, Stanley, Slavery, Grosset, 1963. (Grosset's Universal Library, $1.65)

Grinnell, George B., When Buffalo Ran, New Haven: Yale University Press, 1920. (Not in paper)

Hall, Edward T., The Silent Language, Doubleday, 1959. (Premier Book, 50¢)

Handlin, Oscar, Race and Nationality in American Life, Little, (Atlantic Monthly Press), 1957. (Anchor, 95¢)

Handlin, Oscar, The Uprooted, Little (Atlantic Monthly Press), 1951. (Universal Library, $1.25)

Hayes, Cathy, The Ape in Our House. (Not in paper)

Hoebel, E. Adamson, Man in the Primitive World, McGraw-Hill, 1958. (Not in paper)

Kluckhohn, Clyde, Mirror for Man, McGraw, 1949. (Premier, 50¢)

Linton, Ralph, Man's Way from Cave to Skyscraper, Random House, 1946. (Not in paper)

Lisitsky, Gene, Four Ways of Being Human, Viking, 1956. (Viking, $1.45)

Lomax, Louis, The Negro Revolt, Harper, 1962. (Mentor, 50¢)

Mead, Margaret, People and Places, World, 1959. (Bantom, 60¢)

Pelto, Perti J., The Study of Anthropology, Columbus: Charles E. Merrill Books, Inc., 1965.

Pettigrew, Thomas F., *A Profile of the American Negro*, Van Nostrand, 1964, (Van Nostrand, $2.75).

Raab, Earl (ed.), *American Race Relations Today*, Anchor, 1962. (Paper only), 95¢.

Rose, Caroline B., *Sociology*, Columbus: Charles E. Merrill Books, 1965.

Stampp, Kenneth M., *The Peculiar Institution*, Knopf, 1956. (Vintage, $1.95).

Woodward, C. Vann, *The Strange Career of Jim Crow*, Oxford University Press, 1966, second edition. (Oxford Galaxy, $1.50).

Wright, Richard, *Black Boy*, Harper, 1945. (Mentor, 50¢).

CALENDAR

The number of weeks allotted per unit may be tentatively based on this calendar. This is only a suggested schedule. Unit length should be determined by student interest. Dates are for 1969-70 school year.

Overview:	September 2 - 12 2 weeks
Unit I:	The Physical Basis of Man September 15 - October 24 6 weeks
Unit II:	Socialization October 27 - December 19 8 weeks
Unit III:	The Family January 5 - February 27 8 weeks
Unit IV:	Behavior in Groups and Crowds March 2 - 27 4 weeks
Unit V:	Intergroup Relations March 30 - May 29 10 weeks